

# **PUNYASHLOK AHILYADEVJI HOLKAR SOLAPUR UNIVERSITY, SOLAPUR**



## **MASTER OF SOCIAL WORK (MSW) Part II**

**ORDINANCE, REGULATIONS AND SYLLABUS  
OF MSW Part II**

**To be effective from the academic year 2025-26**

**Regulations Governing the Choice Based Credit System for the Two Years Post  
Graduate Programme in Social Work (MSW)**

# **MASTER OF SOCIAL WORK (MSW) PROGRAMME**

## **I. Specializations:**

The MSW programme offers following four specialization in the beginning of the Third semester.

1. Group A: Human Resource Management (HRM)
2. Group B: Urban and Rural Community Development (URCD)
3. Group D: Family and Child Welfare (FCW)
4. Group E: Medical and Psychiatric Social Work (MPSW)

## **Guidelines for choice of specialization in Second year MSW:**

At the beginning of the third semester, an eligible student will apply for the Specialization he/she wants by writing an application in the prescribed format. It should be submitted to the concerned Department / college, where he/she is studying within stipulated time. The Department / college after receiving such applications scrutinize for eligibility of the students and allotment of specialization shall be based on his or her marks obtained in the first year MSW Programme (Total marks scored both in first and second semester) and clear passed in all courses (papers). Also almost equal number of students shall be allotted to each specialization from among the students admitted to third semester.

## **II. Attendance:**

Each course (theory, practical etc) shall be treated as an independent unit for the purpose of attendance. A student shall attend a minimum of 75% of the total instructions hours in a course including assignments and presentations in each semester. The students shall attend the class room lectures, activities and field work regularly. At least 75% attendance in each course (paper) is essential to appear for the exam.

## **III. Field Practicum (Field Work)**

A distinctive feature of instructional programme in Social Work is the emphasis laid on Social Work Practicum. A student shall be placed in a Community / Organization to gain experience of working with the people at individual, intra-group, community and organizational levels during the first two semesters and in a setting appropriate to their specialization during the last two semesters of MSW programme.

### **A. Objectives of Field Practicum (Field Work)**

1. To understand the agency as a system-its philosophy, thrust, objectives, structure and management of service / programmes.
2. Develop skills in documenting and utilizing community resources both governmental and voluntary.
3. To develop ability to work as a member of a team.
4. To make conscious use of professional values and ethics.

5. To develop enhanced practice skills and integrate learning.
6. Develop skills to analyze the impact of the wider social system on individuals, families, groups, communities and organizations.
7. Develop the ability to involve the client system in the problem solving process, utilizing skills of social work intervention.
8. Develop skills in documenting and utilizing community resources both governmental and voluntary.
9. Reinforce belief In the inherent strength of the people to meet their needs and resolve problems.

### **B. Field Practicum (Field Work) Rules and Regulations**

Students placed in their respective organization or community for concurrently two days in a week and shall put in not less than 15 hours a week for field practice training. Students should complete minimum 20 Field Work Visits in Agency / Organization / Industry and or open community in each semester of MSW programme. In Semester III & Semester IV the students will practice their field work in their respective specialization set up and should attend at least one seminar / conference/ workshop and submit the certificate of participation or attendance of the same to their faculty supervisor .

The students are required to submit the hand written reports and a diary in a structured format once a week to their respective faculty supervisors for evaluation and continuous guidance. The agencies are also expected to designate an agency supervisor, preferably a trained social worker to monitor the field work trainee at the agency level. The trainee shall take all the possible initiatives to participate in all the learning activities of the organization placed for training and shall attend the individual and group conferences regulating with regard to integration of theory and practice

Only those students who have put in a minimum of 75% attendance in field practicum are eligible to appear for the practicum examination (viva- voce). The viva-voce shall be jointly conducted by one internal and one external examiner selected from the panel of examiners and as approved by the University. A minimum of 50% of the marks shall be scored to pass in the field practicum assessment and viva-voce separately. The failed candidate in field practicum (Field Work) in any semester shall not be promoted in next Semester. They have to redo the field work by fulfilling all other requirements stipulated in this regard.

### **C. Field Practicum (Field Work) Modules and distribution of Marks**

MSW	SEM	Field Work Core Components		Type of Assessment	Internal Marks	Maximum Marks	Minimum passing marks	Total

II	III	Field Work/ Field Practicum	Field Work Practice	Internal Assessment	80	100	50	150
			Orientation Visits or Exposure Visits	Internal Assessment	20			
		Field Work Viva Voce		University Assessment	50	50	25	
II	IV	Field Work/ Field Practicum	Field Work Practice	Internal Assessment	80	100	50	150
			Micro Study	Internal Assessment	20			
		Field Work Viva Voce		University Assessment	50	50	25	

#### **D. Guidelines of Internal Assessment & University Assessment of MSW-II Field Work:**

##### **1. Internal assessment of MSW II SEM III Field Work (80 marks)**

<b>SrNo</b>	<b>Criteria</b>	<b>Marks allotted</b>
1	Completion of visits allotted	20
2	Submission of Agency/community profile	10
3	Conducting activities as per the respective areas of specialization	10
4	Submission of reports in diary and journal along with sign of agency supervisor	20
5	Overall behavior and participation	20
<b>Total</b>		<b>80</b>

**2. University assessment of MSW II SEM III Field Work (Viva-voce) (50 marks)**

<b>Sr. No</b>	<b>Criteria</b>	<b>Marks allotted</b>
1	Insights about agency/community	10
2	Applicability of social work methods in their respective areas of specialization	15
3	Evaluation of Field work reports	15
4	Presentation skills	10
<b>Total</b>		<b>50</b>

**3. Internal assessment of MSW II SEM IV Field Work (80 marks)**

<b>SrNo</b>	<b>Criteria</b>	<b>Marks allotted</b>
1	Completion of visits allotted	20
2	Knowledge about the areas of intervention and scope of respective specialization	10
3	Applicability of knowledge into practice	10
4	Submission of reports in diary and journal along with sign of agency supervisor	20
5	Over all behavior and participation	20
<b>Total</b>		<b>80</b>

**4. University assessment of MSW II SEM IV Field Work (Viva-voce)(50marks)**

<b>Sr. No</b>	<b>Criteria</b>	<b>Marks allotted</b>
1	Insights about agency/community	10
2	Applications of specialization knowledge & Skills in the field	15
3	Evaluation of Field work reports	15
4	Presentation skills	10
<b>Total</b>		<b>50</b>

**❖ Orientation visits/Exposure visits: (20Marks)**

Every institution offering MSW programme shall organize a minimum of 4 orientation visits for the

M.S.W. Part-I (in first semester) and for M.S.W. Part-II (in third semester) for students. For the M.S.W. Part-I agency visits to all specialization may have to be conducted. For the M.S.W. Part-II orientation visits / exposure visits should be organized to the organizations / industries related to their respective specialization within or outside city/ district / State. Students should submit the report of orientation visit/ exposure visit to the concerned faculty coordinator.

<b>Sr. No</b>	<b>Criteria</b>		<b>Marks allotted</b>
1	Attendance per visit	4 x 2 marks	08
2	Participation during visit	4 x 2 marks	08
3	Reports of the visits		04
<b>Total</b>			<b>20</b>

**Microstudy:(20Marks)**

Micro study for one week is mandatory for the M.S.W. Part-II students. Micro study can be conducted in the specialization related agencies / industries / communities within or outside the city / district / state during 4<sup>th</sup> semester. Students should prepare micro study report and submit it to their faculty supervisor

Sr. No	Criteria	Marks allotted
1	Insight gained about the Organization or Community	05
2	Participation in micro study	08
3	Report/s of the visits	07
<b>Total</b>		<b>20</b>

**Research Project Report:**

The research project offers students an opportunity to plan a study, prepare research tools, collect data in the field, analyze the data, and write up the project under the guidance of the faculty. The topic of research must be related to the area of social work. Ethical norms and concerns in research, plagiarism policy of the institute and University, must be adopted. Two Bound copies of the Research project – synopsis and Research project – report, duly signed by the Research Guide and certified by the Head of the department / Institution should be submitted to the department / institute at least one week before the viva voce of III semester and IV semester respectively.

**1. Internal assessment of MSW-IISEM-III Research Project-Synopsis (50 marks)**

Sr. No.	Criteria	Marks allotted
1	Finalization of Title	05
2	Problem Formulation (Introduction)	10
3	Review of literature	10
4	Research methodology	10
5	Finalization of tool/s	05
6	Interaction with guide and professional behaviour	10
Total		50

**2. University assessment of MSW-II SEM-III Research Project-Synopsis (50marks)**

SrNo.	Criteria	Marks allotted
1	Knowledge about research topic and problem formulation	10
2	Identification of research gaps	10
3	Clarity about the research methodology	10
4	Presentation of Synopsis	10
5	Presentation skills	10
Total		50

### 3. Internal assessment of MSW-II SEM-IV Research Project-Report (50 marks)

SrNo.	Criteria	Marks allotted
1	Data interpretation and analysis	10
2	Major findings, conclusion and suggestions	10
3	Report writing	10
4	Interaction with guide and following deadlines	10
5	Research aptitude and professional behavior	10
Total		50

### 4. University assessment of MSW-II SEM-IV Research Project-Report(50 marks)

SrNo	Criteria	Marks allotted
1	Code book and master chart/memos	5
2	Results and discussions	15
3	Presentation of research project report	10
4	Content clarity	10
5	Presentation skills	10
Total		50

**OR**

#### **Term Paper:**

A term paper is a research paper written by the student over an academic term. Term papers would be intended to describe an event, a concept, or argue a point related to social work in general and particularly on his/ her area of specialization/ elective. A term paper is a written assignment and original



work discussing a topic in detail, primarily based on secondary data, and/or standards, norms prescribed by the center. Some common detailed standards would need to be collectively developed by the centers for assessment of research/term paper. Typed spiral or hardbound two copies of the term paper duly signed by the Research Guide and certified by the Head of the department / Institution should be submitted to the department / institute at least one week before the viva voce of III semester and IV semester respectively.

Completion and submission of the Research Dissertation/ term paper is a pre-condition for appearing at Semester IV Examination. In any case no extension will be permissible for submission.

### **1. Internal assessment of MSW-II SEM-III Term Paper (50marks)**

<b>SrNo.</b>	<b>Criteria</b>	<b>Marks allotted</b>
1	Finalization of Title	10
2	Introduction	10
3	Review of literature	10
4	Justification for selection of the topic	10
5	Interaction with guide and professional behaviour	10
Total		50

### **2. University assessment of MSW-II SEM-III Term Paper (50marks)**

<b>SrNo.</b>	<b>Criteria</b>	<b>Marks allotted</b>
1	Clarity about research topic	10
2	Justification for selection of Topic	10
3	Identification of Research gap through Review of literature	10
4	Knowledge of Research Methodology	10
5	Presentation skills	10
Total		50

### 3. Internal assessment of MSW-II SEM-IV Term Paper (50marks)

Sr. No.	Criteria	Marks allotted
1	Results and Discussion	10
2	Suggestions/Recommendations/Social Work Interventions	10
3	Presentation of Term Paper	10
4	Interaction with guide and following deadlines	10
5	Professional behavior	10
Total		50

### 4. University assessment of MSW-II SEM-IV Term Paper (50marks)

Sr. No	Criteria	Marks allotted
1	Results and discussions	10
2	Suggestions/Recommendations/Social Work Interventions	10
3	Research aptitude	10
4	Content clarity	10
5	Presentation skills	10
Total		50

### X. Scheme of Examination and Assessment of Theory and Practical Examination:

1. **Each course (theory paper)** shall carry a maximum of 100 marks out of which 20 marks shall be for internal assessment and the remaining 80 marks shall be for University examination conducted at the end of each semester.

**Internal Assessment (Theory):** The internal assessment of 20 marks shall be based on the following criteria

Sr. No.	Criteria	Marks Allotted
1.	Home Assignment	05
2.	Class Assignment or Presentation	05

3.	Attendance	05
4.	Class participation, attentiveness & overall behavior	05
5.	Total	20

## **2. Viva Voce of Field Practicum (Fieldwork)**

At the end of each semester the viva-voce shall be jointly conducted by panel of two examiners out of which one is internal examiner (faculty member of social work department or college) and one external examiner (faculty member of social work department other than parent institute or university). The panel of examiners selected for conducting viva voce examination should be approved by the University.

## **3. Assessment of Research Project:**

Research Project carries 100 marks and shall assessed by the faculty guide for 50 marks and by panel of 2 examiners (one internal examiner & another external examiner) for 50 marks during the viva voce examination conducted at the end of third and fourth Semester.

## **XI. Standard of passing:**

Each Course (Paper) &Field Work shall constitute separate heads of passing.

### **1. Each Course (Theory Paper) consist of 100 marks**

For passing in each semester, the candidate must get 40% of total marks in each theory paper in the examination conducted by university (UA- University Assessment) i.e. 32 marks out of 80 marks and should obtain 40 % of total marks in the internal assessment(CA– College Assessment) i.e. 8 marks out of 20 marks. There is separate head of passing for university examination as well as internal assessment

### **2. Field Practicum (Field Work) consist of 150marks**

For passing in the Field Work Practice (100 marks) and Field Work Viva Voce (50 marks) in each semester, a candidate should obtain minimum 50% marks in each head i.e. minimum 50 marks in field work practice and 25 marks in field work viva voce separately.

### **3. Research Project**

The research project consist of 100 marks out of which the Internal assessment of 50 marks at the institute / department level and the viva voce examination of 50 marks conducted by university at the

end of third and fourth semester. A minimum of 50% of the marks (i.e. 25 marks) shall be scored by the candidate in the internal assessment and University assessment separately

**4. Allowed To Keep Terms (ATKT) norms:**

1. ATKT: Students who fail in any number of courses (papers) in the first semester but passed in field work of first semester will be allowed to keep terms in the second semester.
2. ATKT for the third semester: Students who fail in any number of courses (papers) in first semester and second semester but passed in field work of both first and second semester shall be granted for the third semester.
3. ATKT for the fourth semester: Students who fail in any number of courses (papers) in third semester but passed in field work of first, second and third semester will be allowed to keep term in the fourth semester and may be granted ATKT provided they have cleared all the papers of first and second semester.

**5. Failure in Field Work:**

1. A Student who has failed in Field Work Practices shall not be allowed to keep term. He or She shall be declared fail in the particular semester and can repeat the same process of field work practice and Field work viva voce in the next/subsequent semester. However, the chance is limited for only one attempt.
2. If the student has passed in field work practice but due to some unavoidable circumstances he/she was not able to attend the viva voce for that particular semester will be allowed in the next / subsequent semester but he or she has to appear for the field work viva voce of last semester separately. However the chance is limited for only one attempt.

**6. Failure in the course (theory paper).**

The candidates will be declared fail in the particular course (theory paper) if he or she fails to score 40 % of total marks in the internal assessment and he or she has to reappear for the same course in the next/ subsequent semester for the theory examination conducted by the university as well as submit all the assignments and or presentations related to the respective course for internal assessment.

7. **Revaluation:** In any case, there is will be no revaluation or moderation of field work or research

project or internal assessment ( CA) marks at the university level.

## **XII Change of Specialization :**

The student may reappear at the M.S.W. examination with change of specialization provided that he/she has passed the M.S.W. examination with earlier specialization. In Such cases, the student have to appear for the specialization Courses (papers) along with field Work and Viva-voce. However, such students shall not get class and shall not be awarded with another degree but he/she will get a certificate mentioning the result. This opportunity (Change of group/specialization) will be given to the candidate up to only two years after his first degree of M.S.W.

## **XIII Award of degree**

The degree of Master of Social Work shall not be conferred upon a candidate unless the candidate has passed in all the papers and in field work prescribed for the four semester examinations in accordance with the provision of present syllabus.

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### **STRUCTURE OF M.S.W. PROGRAMME**

<b>Semester</b>	<b>Total no. of Course (Theory papers)</b>	<b>Research Project / Term Paper</b>	<b>Field Work (Practical)</b>	<b>Total</b>
I	7	---	1	8
II	7	---	1	8
III	6	1	1	8
IV	6	1	1	8
	<b>26</b>	<b>02</b>	<b>04</b>	<b>32</b>

## DISTRIBUTION OF MARKS AND CREDITS

Courses	Sem. I		Courses	Sem. II		Courses	Sem.III		Courses	Sem. IV		Total Marks	Total Credits
	Marks	Credits		Marks	Credits		Marks	Credits		Marks	Credits		
CC 1.1	100	4	CC 2.1	100	4	CC 3.1	100	4	CC 4.1	100	4	400	<b>136</b>
CC1.2.	100	4	CC2.2	100	4	CC 3.2	100	4	CC 4.2	100	4	400	
CC 1.3	100	4	CC 2.3	100	4	CC 3.3	100	4	CC 4.3	100	4	400	
CC1.4	100	4	CC2.4	100	4	CC3.4 RP/TP	100	4	CC4.4 RP/TP	100	4	400	
CC 1.5 (FW1.5)	<b>150</b>	<b>6</b>	CC 2.5 (FW2.5)	<b>150</b>	<b>6</b>	CC3.5 (FW 3.5)	<b>150</b>	<b>6</b>	CC 4.5 (FW3.5)	<b>150</b>	<b>6</b>	600	
DSE1.1	100	4	DSE2.1	100	4	DSE (HRM1 URCD 1 FCW1 MPSW 1)	100	4	DSE (HRM4 URCD4 FCW 4 MPSW4)	100	4	400	
DSE1.2	100	4	DSE2.2	100	4	DSE (HRM2 URCD 2 FCW2 MPSW 2)	100	4	DSE (HRM5 URCD5 FCW 5 MPSW5)	100	4	400	
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						3)						
GE1.1	100	4		100	4	SOC- 3.1 SOC- 3.2	50	2		---	-----	200
<b>Total</b>	<b>850</b>	<b>34</b>		<b>850</b>	<b>34</b>		<b>850</b> + <b>50 = 900</b>	<b>34</b> +2 <b>= 36</b>		<b>850</b>	<b>34</b>	<b>3400</b> + <b>50 = 3450</b>

**CC= Core Course = 88 CREDITS**

**DSE= Discipline Specific Elective=40CREDITS**

**GE = Generic Elective =8 CREDITS**

**SOC= Skill Oriented Course=2 credits**

**FW=Field Work/Field Practicum**

**RP=Research Project/TP=Term paper**

	<i>MSW– II Sem – III</i>				
Course Number	Course Title	Credit	University Assessment	Internal Assessment	Marks
	<b>Core Course: All Core Courses are compulsory</b>				
CC 3.1	Administration of Human Service Organization	4	80	20	100
CC 3.2	Project Management & Introduction to Communication	4	80	20	100
CC 3.3	Social Policy & Social Legislation	4	80	20	100
CC 3.4	Research Project–Synopsis/Term Paper	4	50	50	100
CC 3.5	Field Work Practice	6	50	100	150
	<b>Discipline Specific Elective: Opt 3 Courses from anyone Specialization</b>				
	<b><i>Group A–Human Resource Management (HRM)</i></b>				
DSE-HRM1	Human Resource Development & Social Work in Industry	4	80	20	100
DSE-HRM2	Human Resource Management & Industrial Relations	4	80	20	100
DSE-HRM3	Labour Welfare & Labour Laws	4	80	20	100
	<b><i>Group B –Urban and Rural Community Development (URCD)</i></b>				
DSE-URCD1	Governance & Rural Community Development	4	80	20	100
DSE-URCD2	Urban & Rural Community Development- I	4	80	20	100
DSE-URCD3	Social Work & Ecology	4	80	20	100
	<b><i>Group D– Family and Child Welfare (FCW)</i></b>				
DSE-FCW1	Child Development	4	80	20	100
DSE-FCW2	Family & Women Development	4	80	20	100
DSE-FCW3	Social Work Intervention with Children, Youth & Elderly	4	80	20	100
	<b><i>Group E- Medical and Psychiatric Social Work (MPSW)</i></b>				
DSE-MPSW1	Medical Social Work	4	80	20	100
DSE-MPSW2	Preventive & Social Medicine-I	4	80	20	100
DSE-MPSW3	Psychiatry & Mental Health–I	4	80	20	100

	<b>MSW-II SEM-III SKILL ORIENTED COURSE</b>				
<b>SOC-3.1</b>	<b>Corporate Social Responsibility</b>	<b>2</b>	<b>30</b>	<b>20</b>	<b>50</b>
<b>OR</b>					



SOC-3.2	Self Help Group and Women Empowerment	2	30	20	50
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	<b>MSW– II Sem – IV</b>				
	<b>CoreCourse: All Core Courses are compulsory</b>				
CC 4.1	Social Welfare Administration	4	80	20	100
CC 4.2	Project Implementation and Communication Media	4	80	20	100
CC 4.3	Social Planning and Legislations	4	80	20	100
CC 4.4	Research Project-Report/Term paper	4	50	50	100
CC 4.5	Field Work Practice	6	50	100	150
	<b>DisciplineSpecificCourse:Opt3Coursesfrom anyone Specialization</b>				
	<b>GroupA–Human Resource Management (HRM)</b>				
DSE-HRM4	Human Resource Development & Corporate Social Responsibility	4	80	20	100
DSE-HRM5	Human Resource Management & Trade Union	4	80	20	100
DSE-HRM6	Social Security & Labour Laws	4	80	20	100
	<b>Group B –Urban and Rural Community Development (URCD)</b>				
DSE-URCD4	Strategies and Trends in Rural Community Development	4	80	20	100
DSE-URCD5	Urban & Rural Community Development- II	4	80	20	100
DSE-URCD6	Disaster Management	4	80	20	100
	<b>Group D –Family and Child Welfare(FCW)</b>				
DSE-FCW4	Child Welfare Services	4	80	20	100
DSE-FCW5	Family Issues & Social Work Intervention	4	80	20	100
DSE-FCW6	Social Work Intervention with Women & Disabled	4	80	20	100
	<b>Group E- Medical and Psychiatric Social Work (MPSW)</b>				
DSE-MPSW4	Psychiatric Social Work	4	80	20	100
DSE-MPSW5	Preventive & Social Medicine II	4	80	20	100
DSE-MPSW6	Psychiatry & Mental Health II	4	80	20	100

## **Syllabus of Master of Social Work(M.S.W.)**

### **MSW Part – II Semester-III**

#### **CC- CORE COURSE**

#### **CC-3.1 Administration of Human Service Organization**

##### **Learning Objectives**

- To orient students to basics of administration of Human Service Organization.
- To make students understand the management and administrative process of organizations
- To enable students to learn leaderships kills

<b>Unit</b>	<b>Title</b>	<b>Content</b>	<b>Teaching Learning Methodology</b>
1.	Introduction to Administration	Concept, definition, Nature, Scope and types of Administration Welfare Administration	Lecture & discussion
2.	Process of Administration	Process of Administration, Goal setting, planning, supervision, recording and reporting in administration Delegation& decentralization	Lecture & discussion
3.	NGO management	Growth of organizations as response to social needs Concept & definitions of NGO management Structure and functions of NGOs	Lecture & discussion
4.	Leadership	Definition, functions and qualities of leader Leadership skills Developing leadership skills Crisis management skills Team building process	Lecture& discussion

5.	Time Management	<p>Concept &amp; importance of time management</p> <p>Planning time and resources</p> <p>Types of time-planning</p> <p>Strategies for planning time</p> <p>Setting goals and objectives</p>	Lecture & discussion
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## **CC-CORECOURSE**

### **CC-3.2Project Management & Introduction to Communication**

#### **Learning Objectives:**

- To understand the concept of Project Formulation
- To gain the clarity about the Project Management
- To comprehend the meanings &importance of Communication

Unit	Title	Content	Teaching–Learning Methodology
1	Introduction to Project Management	<ul style="list-style-type: none"> <li>• Concept &amp; Significance of project management</li> <li>• Project Identification and steps in project identification</li> <li>• Objectives &amp; Scope of project management</li> <li>• Characteristics of project management</li> </ul>	Lecture & Experiential Sharing / assignments/ presentation
2	Process of project Management	<ul style="list-style-type: none"> <li>• Project lifecycle</li> <li>• Process of project management</li> <li>• Principles of Project Management</li> <li>• Approaches in project Management</li> <li>• Elements of project management – scope, time, budget, schedule, cost</li> </ul>	Lecture & brain storming Session/assignments/ presentation
3	Process of Project Planning	<ul style="list-style-type: none"> <li>• Definition and concept of goal setting</li> <li>• Planning tools and estimation</li> <li>• Approaches to Risk Management</li> <li>• Preparation of project budget</li> </ul>	Lecture & discussion Assignments/ presentation
4	Introduction to Communication	<ul style="list-style-type: none"> <li>• Meaning &amp; Definitions</li> <li>• Importance of Communication</li> <li>• Objectives of Communication</li> <li>• Functions of Communication</li> <li>• Elements of Communication</li> <li>• Process of communication</li> </ul>	Games/Lecture cum Demonstration / Assignments/ presentation
5	Classification of Communication	<ul style="list-style-type: none"> <li>• Types of Communication</li> <li>• Advantages and Disadvantages of various type of Communication</li> <li>• Concepts of developmental Communication</li> </ul>	Lecture, Group Discussion and Assignments/ presentation

		<ul style="list-style-type: none"> <li>• Participatory Communication</li> </ul>	
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1. Kathy schwalbe , 2005, Introduction to project Management ,bob Woodburry course technology, united states projected management institute
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3. DavidOlson,2003,IntroductiontoinformationSystemsProjectManagementSystemsApproach2<sup>nd</sup> Edition, The McGraw- Hill Company

4. Clifford Gray, Erik Larson, 2010, Project Management: The Managerial Process, Tata McGraw-Hill Education 4: Edition
5. William J. Seiler, Melissa L. Beall, 2010, Communication: Making Connection
6. Agarwal. N.P. & Mishra. B.K., 2007, Social and Quantitative aspects of Project Management, RBSA Publishers, Jaipur
7. Vasant Desai, Second Edition, 2004, Project Management, Himalaya Publishing House, Mumbai.
8. Krishna Mohan & Meera Banerji, Developing Communication Skills
9. Dr. Dhanraj Patil, Communication for Rural Development in India
10. Dr. B. C. Punima & K. K. Khandelwal, Project Planning & Control with PERT & CPM
11. N.P. Agarwal & B.K. Mishra, Social and Quantitative Aspect of Project Management

## **CC-CORE COURSE**

### **CC-3.3 Social Policy and Social Legislation**

#### **Learning objective:**

- To gain the clarity about Social Policy and Social Legislation
- To critically understand the importance & relevance of Social Legislation in Social work
- To understand the Legal Practices in Social Work

<b>Unit</b>	<b>Title</b>	<b>Contents</b>	<b>Teaching-Learning Methodology</b>
1.	Social Policy & Constitution	<ul style="list-style-type: none"> <li>• Concept, meaning, characteristics, objectives of policy</li> <li>• Nature, scope assumptions, Different approaches, Determinates &amp; sources</li> <li>• Relations between social Policy &amp; Social development, components</li> </ul>	Lectures, Discussion, Seminars, workshops, Assignments

		<ul style="list-style-type: none"> <li>• Directive principles &amp; values of State policy</li> <li>• Fundamental Rights &amp; Human Rights, models &amp; social policy</li> </ul>	
2.	Policies	<ul style="list-style-type: none"> <li>• Policies Evaluation in India in a historical perspectives,</li> <li>• Process of social policy formulation</li> <li>• Latest policies concerning social welfare, Education, Health, women, children, senior citizens, backward classes,</li> <li>• Policies related to Urban, Rural Tribal Development, Persons with Disabilities</li> </ul>	Lecture Discussions Seminars workshops visits to concerned Dept.
3.	Introduction to Social legislation	<ul style="list-style-type: none"> <li>• Concept &amp; definitions of social legislation</li> <li>• Nature and meanings of social legislation</li> <li>• Social Justice-concept &amp; meanings</li> </ul>	Lecture Discussion Assignments
4.	Legal Practices in social work	<ul style="list-style-type: none"> <li>• Public Interest Litigation (PIL), writ Petition, first information Report (FIR), Legal aid system</li> <li>• Right to Information Act-2005</li> <li>• Right to Education Act 2009</li> <li>• Protection of children from sexual offence (POCSO) Act, 2012</li> <li>• The sexual Harassment of women at workplace (Prevention, Prohibition &amp; Redressed) Act-2013.</li> </ul>	Lectures, Discussion, Seminars, workshops, Assignments visits to concern Dept.



5.	Important provisions & relevance of Legislative Provisions	<ul style="list-style-type: none"> <li>• Hindu Adoption &amp; Maintenance Act-1956.</li> <li>• Dowry Prohibition Act-1961.</li> <li>• Maharashtra Mathadi, Hamal &amp; other Manual workers (Regulations of Employment &amp; welfare) Act-1969.</li> <li>• Child Labour Prohibitions &amp; Regulation Act- 1986</li> <li>• The Juvenile Justice (Care &amp; Protection) Act- 2000</li> <li>• Domestic Violence Act-2006</li> <li>• The Maintenance &amp; welfare of Parents &amp; Senior Citizen (MWPSA) Act-2007</li> </ul>	Lectures, Discussion, Seminars, workshops, Assignments visits to concern Dept.
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### References:

A.K. Bhartiya and D.K. Singh	Social Policy in India New Royal Book Company, Lucknow
Kohli A.S.	Human Right and Social Work
David C. Marsh	Introducing Social Policy, Routledge and Kegan Paul
P.N. Sharma and C. Shastri	Social Planning, Print House Lucknow
Jose Kananaikil	Seventh Plan and Development of Weaker Sections, Indian Social Institute, New Delhi
Gangarde	Social Legislation Volume I and II
Basu D. D	Indian Constitution

## CC-CORECOURSE

### CC-3.4ResearchProject-Synopsis

#### Learning objective:

- To get exposure to the field of research
- To understand the basic concepts of social work research
- To understand the importance of research in social work.

Unit	Title	Content	Teaching Learning Methodology
1.	Submission of Synopsis	<ul style="list-style-type: none"><li>• Submission of title Review of literature</li><li>• Chapter writing- Introduction, Review of Literature, Research Methodology</li><li>• Finalization of tools</li></ul>	Discussion/ Seminar

#### Guidelines For Research Project-Synopsis:

##### 1. Title:

It should be clear, abstract and should not exceed 13to15words (It should not be in a sentence form).

##### 2. Introduction:

It should cover theoretical back ground of the subject, present status of the subject matter as reflected in current literature and magnitude and extent of the research problems shall be explained..

##### 3. Review of literature:

Refer standard national journals, books and surf internet to accumulate the studies related to theme of the study. Present the studies in a precise manner. Minimum of *twenty plus studies* is to

be referred for this chapter.

#### **4. Methodology:**

- **Significance of study:** Based on reviews explain the importance and need of study. Explain the rationale and context for the present study theme.

- **Scope of the study:** Geographic area the study covered and conceptual understanding of the study be explained very clearly.
- **Objectives:** State clearly the objectives of the study (*4 to 6 objectives*) Ex.:To study the socio-economic background of the respondents
- **Hypotheses:** Formulate hypotheses of the study(*2to 5 hypotheses*).
- **Operational definitions:** Explain the meaning of each of the concepts and terminologies used in the study. Define the concept in the context of the present study.
- **Research design:** Explain whether the study is descriptive, diagnostic, exploratory, and experimental or intervention.
- **Universe and Sample:** Universe and sample of the study be explained very systematically. The sample size should be normally proportionate to the universe of study.
- **Sources of data collection:** Explain both Primary (i.e.Interview Schedule/Questionnaire) as well as secondary (Journal / internet reference ) source of data collection of the present study.
- **Methods of data collection:** Interview method, observation method, focused group discussion (FGD) method.
- **Tools of data collection:** Interview schedule, questionnaire, psychological or educational scales, FGD format.

**5. Pilot Study:** For Pretesting and finalization of the tools of data collection.

## References:

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4. Crabtres, B.F. and MillerW.L.1978 Understanding Social research an Introduction, Boston:Allwyn and Bacon.
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## **Discipline Specific Elective: Opt3 Courses from any one Group Group**

### **I**

#### **DSE-HRM-1 Human Resource Development & Social Work in Industry**

##### **Learning Objectives:**

- To understand the concept of human resource development and social work in industry
- To gain clarity about the process of HRD
- To make understand the use of social work methods in industry

<b>Unit</b>	<b>Title</b>	<b>Content</b>	<b>Teaching-Learning Methodology</b>
1	Introduction to Human Resource Development	<ul style="list-style-type: none"><li>• Concept, definition, scope &amp; Objectives</li><li>• Components of HRD, Principles of HRD, Functions of HRD.</li><li>• HRD for organizational effectiveness</li><li>• New trends in HRD</li></ul>	Lecture/Discussion /Presentation/ Assignment
2	Training and Development	<ul style="list-style-type: none"><li>• Concept, Scope, Importance &amp; Types.</li><li>• Objectives of Training and Development</li><li>• Management Development and Executive Development.</li><li>• Role of HR Dept .in training &amp; development</li></ul>	Lecture/Discussion /Presentation/ Assignment
3	Role and Functions of HRD Manager	<ul style="list-style-type: none"><li>• Role of HRD Manager</li><li>• Functions of HRD Manager</li><li>• Role of HRD manager in industry (manufacturing).</li><li>• Role of HRD manager in service sector like banking, IT – Industries etc.</li></ul>	Lecture/Discussion /Presentation/ Assignment
4	Human needs	<ul style="list-style-type: none"><li>• Meaning, Concept of human needs</li><li>• Maslow theory</li><li>• Employee morale</li><li>• Emotional intelligence</li></ul>	Lecture/Discussion /Presentation/ Assignment

5	Social work methods and intervention issues	<ul style="list-style-type: none"> <li>• Issues of Intervention: absenteeism, addiction, indebtedness, alcoholism, employee turnover etc.</li> <li>• Application of proper social work method for intervention</li> <li>• Role of social worker in industry</li> <li>• Need of counseling in industry</li> </ul>	Lecture/Discussion /Presentation/ Assignment
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### References:

1. Chopra,R.K.(2001)Management of Human Resource, (Text&Cases), KatabMahal,Allahabad.
2. Kandula,S.R.: Strategic(2001):Human Resource Development, Prentice Hall Publication,Delhi.
3. Maheshwari , B.Land Sinha D.P.,Ed.(1991):Management of Change Through Human Resources Development; Tata MCG raw Hill pub. Com. Ltd., New Delhi

4. Rao,T.V.Ed.(2006):Alternative Approaches and Strategies of HRD ,Rawat Publications. Jaipur
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7. Sheikh,A.M.(1999):Human Resource Development and Management, S.Chand&co., Delhi.
8. Dayal, Ishwar(1993):Designing HRD Systems, Concept PublicationCom.,NewDelhi
9. Sinha Debotosh(2007):Aspects of Industry and Occupational Social Work A bhijeet Publications, New Delhi.

## **DSE-HRM-2Human Resource Management & Industrial Relations**

### **Learning Objectives:**

- To understand concept of human resource management and practices
- To develop knowledge of human resource management
- To understand the concept of industrial relations and its importance

<b>Unit</b>	<b>Title</b>	<b>Content</b>	<b>TeachingLearning Methodology</b>
1	Introduction to Human Resource Management	<ul style="list-style-type: none"> <li>• Nature, Concept, Definition, Scope</li> <li>• Principles of Human Resource Management,</li> <li>• Functions of Human Resource management</li> <li>• Historical Growth</li> <li>• New trends in HRM</li> </ul>	Lecture/Discussion/ Presentation / Assignment
2	Human Resource Planning	<ul style="list-style-type: none"> <li>• Concept, Objectives, Process &amp; Forecasting of Human Resource</li> <li>• Job Analysis, Job Description and Job Specification, Job rotation, Promotion</li> <li>• Work Study concept</li> <li>• Recruitment, Selection, Placement</li> <li>• Induction</li> </ul>	Lecture/Discussion/ Presentation / Assignment



3	Wage & Salary Administration	<ul style="list-style-type: none"> <li>• Meaning ,Concept of wage, salary</li> <li>• Methods of Wage Payments</li> <li>• Types of Wages</li> <li>• Wage Policy for Industrial Development</li> </ul>	Lecture/Discussion/ Presentation / Assignment
4	Industrial Relations	<ul style="list-style-type: none"> <li>• Definition, Concepts, Objectives, Scope</li> <li>• Factors of Good Industrial Relations <ul style="list-style-type: none"> <li>• Role of Government, Management and Trade Union in Industrial Relations</li> </ul> </li> <li>• International Labour Organization(ILO), India Labour Conference (ILC)</li> </ul>	Lecture/Discussion/ Presentation / Assignment
5	Industrial relation machinery	<ul style="list-style-type: none"> <li>• Workers Participation in Management;</li> <li>• Concept &amp; Importance of Works Committee,</li> </ul>	Lecture/Discussion/ Presentation /
		<ul style="list-style-type: none"> <li>Joint Management Councils</li> <li>• Conciliation, Mediation, Voluntary arbitration, Industrial and National Tribunal</li> <li>• Collective Bargaining</li> <li>• Domestic Enquiry Procedure, Show Cause Notice, charge sheet, Punishments</li> </ul>	Assignment

### References:

- 1) Pundar D. Deodhar, S.B. ShankaranS.,“Labour Welfare TradeUnionism and Industrial Relations, Himalaya Publishing House, Mumbai.
- 2) Garry Dessler (2003), Human Resource Management”,PracticeHall of India Pvt.Ltd.,New Delhi
- 3) Dr. S .S. Khanka,(2003)“Human Resource Management”,S. Chandand CompanyLtd., New Delhi
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- 6) Mamoria C.B.(203) Personnel Management. Himalaya Publishing House,Mumbai.

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8) Dawar R.S.(1995).Personnel Management and Industrial Relations.Vikas publishing House pvt. Ltd., New Delhi

### **DSE-HRM-3LabourWelfare & Labour laws**

#### **Learning Objectives:**

- To understand the concept of labour welfare and labour laws
- To understand the welfare programmes for labours
- To understand the labour codes

<b>Unit</b>	<b>Title</b>	<b>Content</b>	<b>TeachingLearnin Methodology</b>
1	Introduction of Labour Welfare	<ul style="list-style-type: none"><li>• Definition, Nature, Concept, Objectives, Scope Philosophy</li><li>• Principles of Labour Welfare</li><li>• History of Labour Welfare, Introduction of Directive Principle of State Policy: Article 39, 41 to 43</li><li>• National Policy in Labour Welfare</li><li>• Central and State Machinery of Labour Welfare in India</li></ul>	Lecture / Discussion / Presentation/ Assignment
2	Types of Labour Welfare	<ul style="list-style-type: none"><li>• Intramural, Extramural Labour Welfare Facilities</li><li>• Statutory &amp; Non-Statutory Welfare Measures</li></ul>	Lecture / Discussion / Presentation/
		<ul style="list-style-type: none"><li>• Voluntary Labour Welfare Measures</li><li>• Functions, Role of Welfare Officer</li></ul>	Assignment

3	Welfare and quality of life	<ul style="list-style-type: none"> <li>Workers' Education: History of workers education, concept, goals and organizations.</li> <li>Quality of Work Life: meaning and indicators of quality work life</li> <li>Programmes and Strategies for enriching QWL.</li> <li>Employees engagement: Concept, activities and recent trends</li> </ul>	Lecture / Discussion / Presentation/ Assignment
4	Legal provisions on Occupational Health and safety	<ul style="list-style-type: none"> <li>History of Labour Laws</li> <li>Overview of Labour Codes</li> <li>The Occupational Safety, Health and Working Conditions Code 2020</li> </ul>	Lecture / Discussion / Presentation/ Assignment
5	Legal provisions on Wage and Salary, Bonus	<ul style="list-style-type: none"> <li>Meaning of wages, concept of bonus</li> <li>Concept of Minimum Wages, Equal remuneration</li> <li>Code on Wages 2019</li> </ul>	Lecture / Discussion / Presentation/ Assignment

### References:

1. Kumar, Shiv (1994) Labour Welfare & Incentive Plans in Industries; Radha Publications, New Delhi
2. Laldas, D.K. (1991) Personnel Management, Industrial Relations & Labour Welfare; Y.K. Publishers, Agra
3. Moorthy, M.V. (1982 Ed. 2.): Principles of Labour Welfare; Oxford & IBH Publishing Co., New Delhi
4. Mustafa, M. (1990) Labour Problems & Welfare; Deep & Deep Publications, New Delhi
5. Punekar S.D. etc. (1994): Labour Welfare, Trade Unionism and IR; Ed. 5. Himalaya Publication, Mumbai
6. Rao, Manju (1995) Labour Welfare Policy in India, Printwell, Jaipur
7. Sarma, A.M. (1997) Aspects of Labour Welfare and Social Security, Himalaya Publishing House, Mumbai
8. Sharma, A.M. (1990) Welfare of Special Categories of Labour; TISS, Mumbai
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10. Srivastava, K.D.(1982) Law relating to trade unions in India, Ed. 2,EasternBookCom., Lucknow
11. Vaid, K.N.(1970 )Labour Welfare in India; Shri Ram Centre for IR&HR, New Delhi
12. Government Gazetteer (2019,2020). Labour Code. Government of India.

## Group II

### DSE-URCD-1 Governance & Rural Community Development

#### Learning Objectives:

- To orient the students about the concept of rural community development
- To enable the students to understand the needs & problems of rural community in India
- To comprehend the students about concept & importance of democratic decentralization

Unit	Title	Contents	Teaching Learning Methodology
1.	Rural Community Development	<ul style="list-style-type: none"><li>• Meaning &amp; types of rural community</li><li>• Concept &amp; definition of rural community development</li><li>• Principles of rural community development</li><li>• Problems in Rural Community Development</li></ul>	Lecture by using audio-visual aids/ Assignments
2.	Programmes for Rural Development	<ul style="list-style-type: none"><li>• Saint Gadgebaba Gram Swachata Abhiyan, Swajaldhara, Jalswarajya,</li><li>• Dairy, Goatry, Piggery, Bee-keeping,</li><li>• Seri-culture, Horti-culture, Fishery, Vermi-culture,</li><li>• Green revolution, Blue revolution,</li><li>• White revolution</li><li>• Rural Employment: EGS, JRY, SGSRY, NREGA, DRDA</li></ul>	Lecture/Seminar
3.	Democratic Decentralization & Panchayat Raj	<ul style="list-style-type: none"><li>• Concept, objectives &amp; historical development of Panchayat Raj</li><li>• Recommendation and suggestion of different committees –</li><li>• Balwantrao Mehta Committee, Ashok Mehta Committee</li><li>• Naik Committee, P. B. Patil committee</li></ul>	Lecture/Tutorial

4.	73 <sup>rd</sup> Amendment for rural development	<ul style="list-style-type: none"> <li>• 73<sup>rd</sup> Amendment to the constitution of India</li> <li>• 3 tiers system of Panchayat Raj Importance of Gram Sabha and its issues.</li> <li>• Right to Information Act</li> </ul>	Lecture/Role Play
5.	Cooperative movements in India	<ul style="list-style-type: none"> <li>• Concept, characteristics &amp; Types of cooperatives</li> <li>• History of cooperative movements in India,</li> <li>• Impact of Liberalization,</li> <li>• Privatization, and Globalization (LPG) on cooperatives</li> <li>• Land reform in Maharashtra,</li> </ul>	Lecture/Discussion Assignment

#### References:

1. Andre Beteille, 1974: Six Essays in Comparative Sociology, OUP, New Delhi
2. Mahajan, Gurpreet, 1998: Democracy, Difference and Social Justice (Delhi: Oxford University Press)
3. Berch, Barbarous, Ed, 1992: Class, State and Development in India 1, 2, 3 and 4 Chapters, Sage, New Delhi.
4. Desai A.R., 1977, Rural Sociology in India, Mumbai: Popular, pp. 269-336, 425-527.
5. Desai A.R., 1986, Agrarian Struggles in India after Independence: Oxford University Press, 1986 pp. 129-189.
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8. Shanin T., 1971, Peasantry: Delineation of a Sociological Concept. 180-200.
9. Thorner, A., 1982, Semi-Feudalism or Capitalism, Contemporary Debate on Classes and Mode of

Production in Economic and Political Weekly, Vol.X911, nos.49-51, Dec.11,23.

10. Thorner, Daniel and ThornerAlice,1962:Landand Labour in India,Asia Publications, Bombay

## **DSE-URCD-2 Urban & Rural Community Development-I**

### **Learning Objectives:**

- To acquaint with the knowledge of urban and tribal lifestyle.
- To gain clarity of urban and tribal problems and development programs.
- To comprehend the importance of therapeutic approaches in modern urban community development setting

Unit	Title	Contents	Teaching Learning Methodology
1	Urban community	<ul style="list-style-type: none"> <li>• Concept, Definition, nature, features and scope.</li> <li>• Objectives and need of urban community development</li> <li>• City: meaning, types and characteristics</li> <li>• Urban Slums: its meaning and characteristics</li> </ul>	Lecture and discussion
2	Urban Social Institutions & problems	<ul style="list-style-type: none"> <li>• Marriage, family, caste, class, education, recreation, housing, slums, health, sanitation, crime &amp; economic institutions.</li> <li>• Effects of Urbanization, Modernization and</li> <li>• Environmental change</li> </ul>	Lecture and discussion
3	Tribal community	<ul style="list-style-type: none"> <li>• Meaning, concept, features and problems of tribal.</li> <li>• Objectives and need of tribal community</li> </ul>	Lecture and discussion
	development	<p>development</p> <ul style="list-style-type: none"> <li>• Approaches to urban and Tribal community development</li> </ul>	
4	Urban local self government and Administration	<ul style="list-style-type: none"> <li>• Historical development of Municipal government.</li> <li>• Forms/Types of urban local self government.</li> <li>• Municipal administration and authorities- Structure and functions.</li> <li>• Bombay Municipal Act, 1956</li> <li>• 74th amendment act, 1992</li> </ul>	Lecture and discussion



5	Policies and programs for Urban community Development	<ul style="list-style-type: none"> <li>• Policies and programs related to slums development</li> <li>• Policies related to urban development</li> <li>• Urban development schemes: SJSRY;</li> <li>• Jawaharlal Nehru National Urban Renewal</li> <li>• Mission, National Urban Information System,</li> <li>• Public Health Programs; etc</li> </ul>	Lecture and discussion
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### References:

Herbert Risley	The People of India, Delhi, Orient Books, 1969
G. S. Ghurye	The Scheduled Tribes; Popular, 1963
D. N. Mazumdar	Races and Cultures of India, Bombay, Asia, 1985
D.N. Mazumdar	Introduction to Social Anthropology, Bombay, Asia, 1967. T.N. Madan
Marshall D. Sahlins	Tribesmen; New Jersey, Prentice-Hall, 1968.
P. Gisbert	Tribal India, Bombay, Rawat, 1978.

## DSE-URCD-3 Social Work & Ecology

### Learning Objectives:

- To understand the concept of Ecology and environment.
- To gain the role clarity of ecology for Social Work.
- To critically understand green social work.

Unit	Title	Content	Teaching Learning Methodology
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1	Ecology	<ul style="list-style-type: none"> <li>• Ecology Meaning, Concept, Definition of Ecology and Environment</li> <li>• Importance of environmental studies and public awareness.</li> <li>• Food chain, food web, energy pyramid. Green social work</li> </ul>	Lecture and discussion
2	Human And Environment	<ul style="list-style-type: none"> <li>• Interrelatedness of human life,</li> <li>• Living organism and environment</li> <li>• Environment and lifestyle</li> <li>• Current issues of environment</li> </ul>	Lecture and Assignments
3	Natural Resources and Diversity	<ul style="list-style-type: none"> <li>• Forest, Land, Water, pollution sources</li> <li>• Ill effect on human health and control measures of different types of pollution: soil, water, air, noise.</li> <li>• Waste matter disposal: recycling, renewal, problems and issues</li> <li>• Utilization of appropriate technology for waste matter disposal and treatment.</li> </ul>	Lecture, Seminar, Presentations
4	Organization and their roles	<ul style="list-style-type: none"> <li>• Role of Government, NGOs, people initiatives, individual initiatives, State,</li> <li>• National, International treaties and agreements related to environment protection and prevention</li> </ul>	Lecture, Assignments and discussion
5	Environmental Movements	<ul style="list-style-type: none"> <li>• Work with interdisciplinary team for environmental protection and preservation.</li> <li>• Environmental Movements in India and Maharashtra</li> <li>• Different groups of environment working online filing petition for environmental care.</li> </ul>	Lecture and discussion

## References:

D.K. Asthana and Meera Asthana	Environmental Studies, S. Chand New Delhi
Chary S.N. and Vyasulu (Eds)	Environmental Management, an Indian perspective. McMillan India Ltd.
Dix J.H.	Environmental pollution: Atmosphere and, water and noise, Wiley chichester
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C.M. Chakarwarty	Ecology and Environmental Biology, Swastik Publisher and Distributors, Delhi
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### Group III

#### DSEFCW-1 Child Development

##### Learning Objectives:

- To get orientation about the child growth and stages of development
- To develop holistic and multidisciplinary perspectives of Child Development.
- To gain clarity about the various problems of Children

Unit	Title	Content	Teaching Learning Methodology
1.	Child growth	<ul style="list-style-type: none"> <li>• Need of Pre-natal care</li> <li>• Need of Post-natal care</li> <li>• Role of family in child growth.</li> </ul>	Lecture/ Discussion

2.	Immunization	<ul style="list-style-type: none"> <li>• Nature, types&amp; Importance of Immunization</li> <li>• Types of Communicable&amp; non-communicable diseases</li> <li>• Common childhood diseases</li> </ul>	Lecture/ Presentations/ Assignments
3.	Stages of development	<ul style="list-style-type: none"> <li>• Concept of developmental stages</li> <li>• Physical development,</li> <li>• Motor development,</li> <li>• Speech development,</li> <li>• Emotional development,</li> <li>• Intellectual development</li> <li>• Social development</li> </ul>	Lecture/Role Play/ Assignments
4.	Child behavior& Child psychology	<ul style="list-style-type: none"> <li>• Concept, definition, nature&amp;</li> <li>• Importance of child psychology</li> <li>• Types of Behavioral problems among children</li> </ul>	Lecture/Seminar Discussion
5.	Problems of children	<ul style="list-style-type: none"> <li>• Child trafficking</li> <li>• Child labour</li> <li>• Children infected by HIV</li> <li>• Street children</li> <li>• Child abuse</li> <li>• Children in conflict with law</li> <li>• Children in institutions</li> </ul>	Lecture/Role Play/ Assignemnt

### References:

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Bhalla, M.M. (1985)	Studies in Child Care, Delhi :Published by NIPCCD

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Govt. of India,1987	Encylopaedia of socialwork, NewDelhi
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KavitaKoradia, Darshan Narang, 2010	Status of Child and Welfare organizations, Aavishkar Publishers,
HelenBee	Child Development
G.S.Kewalramani,1992	Child abuse, Rawat Publications
RashmiAgarwal,1999	Street children, NewDelhi: Shipra Publications
PaulChaudhray,1980	Child welfare and child development: AtmaRam & Sons Publishers
PrachiKanhai,2001	Child development &disability
Pandya, K.C. (1988)	Element of Child Development, New Delhi:Kalyani Pub.
Pimpley, P. N., Singh K.P., A. Mahajan (1989)	Social Development Process &Consequences, Jaipur: Rawat Publication

## **DSE FCW-2 Family & Women Development**

### **Learning objectives:**

- Develop the capacity to understand the conceptual & theoretical understanding of marriage, family and women
- Understand the changing norms of social system and developmental opportunities through its cycle.
- Understand the concept and issues of women development.

Unit	Title	Content	Teaching-Learning Methodology
1	Conceptual understanding and theories of family	<ul style="list-style-type: none"> <li>• Concept and definition of Family</li> <li>• Family asocial institution</li> <li>• Family Roles and Functions</li> <li>• Family Lifecycle</li> <li>• Family structures</li> <li>• Theories related to family</li> </ul>	Lecture/ presentation/ Assignment
2	The Impact of Socio Economic changes on family	<ul style="list-style-type: none"> <li>• Family in Transition:</li> <li>• Impact of Industrialization Urbanization, Modernization&amp; Globalization on Family Life</li> </ul>	Lecture/Discussion/ Assignments
3.	Conceptual understanding, theories and propositions of marriage	<ul style="list-style-type: none"> <li>• Concept and definitions of marriage</li> <li>• Marriage asocial Institution</li> <li>• Ancient marriage forms</li> <li>• Contemporary marriage forms</li> <li>• Selection criteria for marriage</li> </ul>	Lecture/Seminar
		partners	
4.	Alternate family patterns	<ul style="list-style-type: none"> <li>• Dual earner, Single Parent</li> <li>• Female headed, Childless Family</li> <li>• Step family</li> <li>• Live in relationships</li> <li>• Homosexual families</li> </ul>	Lecture/Discussion/ Presentations

5.	Gender & women Development	<ul style="list-style-type: none"> <li>• Concept of gender</li> <li>• Concept, Concerns &amp; Issues regarding women development</li> <li>• Gender as a system, Institutional support to gender system</li> <li>• Issues related to Women Development</li> <li>• National &amp; International policies and programmes for women Development</li> </ul>	Lecture/Assignments
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### References:

Abha Gupta & Smita Sinha, 2005	Empowerment of Women ,Language & other Facets
Asok Mitra, 2000	India's Population Control
Brenda Dubois & Karla Miley, 1992	Social Work: An Empowering Profession,
D'Souza, Anthony, 1975	Happiness in Marriage
Klein. D. M and White. J.M, 1996	Family Theory: An Introduction
Khasgiwala A, 1993	Family Dynamics-Social Work Perspective
M. Shenoy, 2007	Domestic Violence, Issues & Perspectives
Nimkoff & Mayer F 1978	Marriage and Family
Ram Ahuja, 2003	Violence against Women
Suhasini Mahapatra, 2006	Women & Welfare
Abha Gupta & Smita Sinha, 2005	Empowerment of Women ,Language & other Facets

## DSEFCW-3 Social Work Intervention with Children, Youth & Elderly

### Learning Objectives:

- To orient the students about the concept of child parenting & school social work
- To enable the students to understand the needs & problems of youth
- To comprehend the students about concept & scope of Geriatric social work

Unit	Title	Content	Teaching Learning Methodology
1	Introduction to Child Parenting	<ul style="list-style-type: none"> <li>• Demographic trends of children in India.</li> <li>• Problems of girl child</li> <li>• Concept of child parenting</li> <li>• Interventions in parenting</li> </ul>	Lecture/ Interaction with practitioners
2	Policy Intervention for Children	<ul style="list-style-type: none"> <li>• Affirmative actions of State for the development of children</li> <li>• Policies and programs for children of marginalized and disadvantaged sections of society</li> <li>• National organizations working for child rights International agencies working for promoting &amp; Protecting of rights of the children</li> </ul>	Lecture by using Audio visual aids
3.	School Social Work	<ul style="list-style-type: none"> <li>• Concept &amp; scope of School Social Work</li> <li>• Learning and communication disorders</li> <li>• Interventions in improving the behavior of children</li> <li>• Promoting child friendly education system</li> </ul>	Lecture/ Role Play
4.	Youth development	<ul style="list-style-type: none"> <li>• Concept &amp; scope</li> <li>• Needs &amp; Problems of youth</li> <li>• Youth development-policies and programs</li> <li>• NGOs working for the development of youth in India</li> </ul>	Lecture/Focus Group Discussions
5.	Geriatric social work	<ul style="list-style-type: none"> <li>• Concept &amp; scope of geriatric social work</li> <li>• Needs of elderly</li> <li>• Problems of Aged in Indian perspectives— Physical, Economical, Social &amp; psychological Practice models in the care and rehabilitation of elderly: NGOs working for elderly.</li> </ul>	Lecture/ Discussion/ Assignment



## References:

1. Carol Rippey Massat, 2002, School Social Work Journal, published by Lyceum Book, Chicago
2. [Stephen F Hamilton](#), 2004, The Youth Development Handbook, *SAGE Publications, Inc*
3. Kim John Payne and Lisa M. Ross, Simplicity Parenting: Using the Extraordinary Power of Less to Raise Calmer, Happier, and More Secure Kids
4. [Chetan Bhagat](#), 2012 What Young India Wants, Rupapublications India. New Delhi

5. Thomas G. Moeller. 2001, Youth Aggression and Violence: A Psychological Approach, Lawrence Erlbaum Associates,
6. Kathy Sexton-Radek; Robert Schleser, 2005, Violence in Schools: Issues, Consequences, and Expressions, Praeger,
7. Gorman-Smith, Deborah, May 2012, Violence Prevention and Students with Disabilities: Perspectives from the Field of Youth Violence Prevention Behavioral Disorders, ,
8. [Richard A. Posner](#), 1995, Aging and Old Age, University of Chicago Press
9. Elizabeth H. Ketchner, 2002, Gerontological Social Work Practice: Issues, Challenges, and Potential, The Haworth Press, Incorporated.
10. Harry R. Moody, Religion, Spirituality, And Aging: A social Work Perspective (Journal of Gerontological Social Work) (Journal of Gerontological Social Work), Taylor & Francis Group

## Group IV

### DSE-MPSW-1 Medical Social Work

#### Learning Objectives:

- To understand the development of medical and psychiatric social work profession
- To understand the historical context for medical and psychiatric social work
- To gain clarity about the role and functions of medical and psychiatric social worker
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Unit	Title	Contents	Teaching Learning Methodology
1	Medical social work	<ul style="list-style-type: none"> <li>• Historical development of medical social work</li> <li>• Concept &amp; definition</li> <li>• Need of medical social work to India</li> <li>• Current scenario of medical social work</li> </ul>	Lecture/ Discussion

2	Patient and environment	<ul style="list-style-type: none"> <li>• Concept of patient</li> <li>• Patient as a person</li> <li>• Multiple factors like social, emotional, cultural, economic and political influencing the patient</li> <li>• Hospitalization process</li> <li>• Legal provisions in hospitalization and treatment</li> </ul>	Lecture/ Presentation
3	Hospital: Concept & types of hospitals	<ul style="list-style-type: none"> <li>• Historical development of hospitals as agencies of health care delivery</li> <li>• System of hospital</li> <li>• Goals, structure and functions</li> <li>• Organization and management of medical social work department (social service dept) in hospitals</li> </ul>	Lecture/ Discussion‘ Seminar
4	Medical Social worker	<ul style="list-style-type: none"> <li>• Emergence of medical social worker role</li> <li>• Role, functions and tasks of medical social worker in different departments of hospital</li> <li>• Public relations</li> <li>• Staff development</li> <li>• Training and supervision in medical social work Limitations, difficulties and challenges faced by medical social worker</li> </ul>	Lecture/ Assignments
5	Treatment Approaches	<ul style="list-style-type: none"> <li>• Concept</li> <li>• Multidisciplinary approach: Its emergence</li> <li>• Rehabilitation of medical and psychiatric patient Identifying needs of attendants of medical and psychiatric patients</li> <li>• Understanding the concept of disease burden in medical and psychiatric setting</li> </ul>	Lecture/ Discussion

## References

B.T.Lawani2011	Medical Social Work
Ferguson,T. & Machpail, A.N.	Hospital and Community
FrenchI.	Psychiatric social work
Herbert,S.Strean	The social worker as psychotherapist
Johnson, J.L. & Grant, G. (Ed)	Medical social work, New York:Peason, Allyn&Bacon
MaryRichmond, 1917	Social Diagnosis
Pathak,S.H.	Medical social work in India
PoornynPaul,2003	Micro-skills and theoretical foundations for professional helpers, New York: Allyn & Bacon
RatnaVerma,1991	Psychiatric social work in India
Seligman,L.2004	Technical and conceptual skills for mental health professionals, New Jersey: Herrill Prentice Hall
Sphry,L., Carlson,J. & Diane Jose, 2003	Becoming an effective therapist, New York: Allyn & Bacon
Zastrow Charles,1985	The practice of social work, Illinois: Dorsey Press

## **DSE-MPSW-2 Preventive & Social Medicine-I**

### **Learning Objectives:**

- To understand the concept of disease and health from different perspectives
- To get orientation to preventive medicine and health systems
- To understand the role of environment in the promotion of health
- To orient to the public health system

<b>Mo No.</b>	<b>Module Name</b>	<b>Contents</b>	<b>Teaching Learning Methodology</b>
1	Introduction to health	<ul style="list-style-type: none"><li>• Meaning, definition and concept of health and disease</li><li>• Indicators of health</li><li>• Modes of transmission of diseases</li><li>• Levels of prevention of disease</li><li>• Modes of intervention</li><li>• Host defences</li></ul>	Lecture/ Discussion
2	Epidemiology Of the disease	<ul style="list-style-type: none"><li>• Concept of epidemiology</li><li>• Meaning of communicable diseases</li><li>• Types of communicable diseases:</li><li>• Respiratory infections, intestinal infections, mosquito borne diseases, STDs, HIV/AIDS</li><li>• Meaning of non-communicable diseases</li><li>• Types of non-communicable diseases:</li><li>• Hospital acquired infection, coronary heart diseases, stroke, cancer, diabetes, obesity, accidents etc.</li></ul>	Lecture/ Assignments

3	Occupational and Environmental diseases	<ul style="list-style-type: none"> <li>• Concept of occupational and environmental diseases</li> <li>• Occupational hazards: Physical, chemical, biological, mechanical and psychosocial Environmental sanitation: Water contamination and pollution, Air pollution, Drainage and sanitation,</li> <li>• Food hygiene, Housing and ventilation Prevention and control of occupational and environmental diseases</li> </ul>	Lecture/Seminar, Discussion
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4	Health care services and health care	<ul style="list-style-type: none"> <li>Public sectors: Village, block and district levels</li> <li>Urban healthcare infrastructure in India</li> <li>Public healthcare programs in India</li> <li>Private sectors: Family physicians, private hospitals</li> </ul>	Lecture/ Assignments
5	Health and nutrition	<ul style="list-style-type: none"> <li>Concept of nutrition</li> <li>Nutritional requirements</li> <li>Problem of malnutrition in India</li> <li>Social aspects In nutrition</li> <li>Balanced diet</li> </ul>	Lecture/ Discussion

## References

AmarJesani, 1996	NGOs in Rural healthcare, FRCH
Bajpai P.K., 1998	Social work perspectives on health, Jaipur: Rawat Publications
Gracious Thomas, NP Sinha, Jhonson Thomas, 1997	AIDS, Social Work and Law, Jaipur: Rawat Publications
Jaypee brothers, 1988	Community health workers, WHO
K. Park	Text book of preventive social medicine
National Institute of Health and Family Welfare	National health programme series Vol. 1 & 2
Pivrie, Dennis & Dalzell Ward, 1965	A textbook of health education, Tavi Stock Publications
WHO, 1974	Modern management methods and the organization of health services, Geneva
Yashpal Bedi	A Hand book of hygiene and public health
Yesudian, CAK, 1991	Primary healthcare, Mumbai: TISS

**Learning Objectives:**

- To get exposure to the field of psychiatry
- To understand the magnitude of psychiatric morbidity and disorders
- To understand the concept and scope of community mental health



Unit	Title	Contents	Teaching Learning Methodology
1	Introduction to Psychiatry and Classification	<ul style="list-style-type: none"> <li>• Definition &amp; scope of psychiatry</li> <li>• Growth of psychiatry</li> <li>• Dynamics of normal and abnormal behavior</li> <li>• Biological, psychological and sociological factors in abnormal behavior</li> <li>• DSM &amp; ICD classification of mental disorders</li> </ul>	Lecture/ Presentation
2	Disorders and Psychiatric Assessment	<ul style="list-style-type: none"> <li>• History taking</li> <li>• Psychiatric interviewing: contents, types, techniques, skills</li> <li>• Mental state examination</li> <li>• Neurosis &amp; psychosis</li> <li>• Neurotic disorders , Anxiety disorders</li> <li>• Obsessive Compulsive Disorder</li> <li>• Life style obsessions:</li> <li>• Body Dysmorphic Disorder (BDD)</li> <li>• Compulsive Shopping Disorder(CSD)</li> </ul>	Lecture/Seminar Discussion
3	Childhood Disorders	<ul style="list-style-type: none"> <li>• Prevalence, Etiology, Manifestations, Diagnosis, Treatment and Rehabilitation of Attention deficit hyperactive disorder</li> <li>• Feeding and eating disorders of infancy</li> <li>• Elimination disorders</li> <li>• Dyslexia</li> <li>• Communication disorders</li> <li>• Learning disorders</li> <li>• Behavior problems</li> <li>• Scholastic issues</li> <li>• Psycho-somatic disorders</li> </ul>	Lecture/ Role Play /Assignments

4	Disorders of Adolescence and Adulthood	<ul style="list-style-type: none"> <li>• Prevalence, Etiology, manifestations, diagnosis, treatment and rehabilitation of Personality disorders</li> <li>• Sexual disorders</li> <li>• Chemical dependence</li> <li>• Psychosomatic disorders, Schizophrenia</li> <li>• Manic Depressive Psychosis</li> </ul>	Lecture/ Discussion
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5	Geriatric disorders	<ul style="list-style-type: none"> <li>• Concept of geriatrics</li> <li>• Meaning of geriatric social workers</li> <li>• Alzheimer disorders</li> <li>• Cognitive and behavioral problems of elderly</li> <li>• Dementia and related disorders</li> </ul>	Lecture/ Assignments
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## References

Altschuler,J. 1997	Working with chronic illness–A family approach, NewDelhi: McMillan publications
Busfield,J. 1996	Men, womena nd madness, New Delhi:McMillan publications
Butcher, J.N., Mineka.S.,2007	Abnormal psychology,New York:Pearson Allyn&Bacon
Caplan,G.1964	Principles of Pre. Psychiatry, New York: Basic Books Inc.
Coleman James	Abnormal psychology and modern life
FirstMichaelB.,1995	Diagnostic and statistical manual of mental disorders, New Delhi: Jay Pee Brothers
KannerLeo,1975	Child psychiatry, Illinois: Charles Thomas
NehaSharmaBajpai,2008	It is a woman thing!, The Week,,June,8.,pp. 36-46
Prior,1996	Social organization of mental illness, New Delhi: Sage
Prior,P.M., 1999	Gender and mental health, New Delhi: McMillan Publications
SuinnRichard,M., 1975	Fundamentals of behavior pathology, New York: John Wiley & Sons

## SKILL ORIENTED COURSE

### SOC-3.1 CORPORATE SOCIAL RESPONSIBILITY

#### Learning Outcomes:

1. To emphasis understanding of Corporate Social Responsibility
2. To develop a critical awareness and analysis of Corporate Social Responsibility.
3. Emphasis on developmental aspects of Corporate Social Responsibility
4. Understand the legal frame work, project management, impact assessment of CSR

Unit No.	Title of Unit	Title of Subunits	Credit
I	Concept of Corporate Social Responsibility (CSR)	<ul style="list-style-type: none"> <li>• Concept ,meaning, ideologies, philosophy, characteristics, scope of CSR</li> <li>• CSR in Indian context, CSR policies, activities and focus areas</li> <li>• CSR changing trends and perspectives</li> </ul>	0.5
II	Business Strategy and Social Responsibility	<ul style="list-style-type: none"> <li>• Traditional corporate philanthropy and Social Responsibility Model</li> <li>• Company' s reputation, brand and trust building through a strategic approach</li> <li>• CSR as a valuable tool to understand sustainability, CSR an agent for change and support The development of strategies</li> </ul>	0.5
III	Organisational Governance and CSR, Legal Framework of CSR	<ul style="list-style-type: none"> <li>• Social responsibilities of companies, Good Governance and its need (Transparency/ Accountability/Stakeholder concerns.), The board and CSR Committee Structure, Role of CSR committee</li> <li>• Developing corporate policy to protect Human Rights and ensure Social Inclusion, emphasis on meeting the MDG's (Millennium Development Goals)</li> <li>• Company law's CSR legal provisions, rules and regulations, mandatory compliance and its implications</li> </ul>	0.5
IV	CSR Project Management and Impact assessment	<ul style="list-style-type: none"> <li>• Survey/ research, project designing/ development for CSR project management.</li> <li>• Project implementation plans, Project management, monitoring and evaluation</li> <li>• Assessment-tools, parameters, indicators to Measure the impact of CSR activities, Impact analysis</li> </ul>	0.5

## Evaluation System of the course

Sr,No	Course Nature	Particulars	Marks
1.	Theory	Theory exam at the end of the course	30
2.	Practical	Assignment/Presentation	10
		Report writing on the CSR Project of an Industry	10
	<b>Total Marks</b>		<b>50</b>

### References:

1. Benabou, R. & Tirole, J. (2010). Individual and corporate social responsibility Economic, 77(305). (<https://www.tandfonline.com>)
2. Bagnoli, M., & Watts, S. G. (2003). Selling to social responsible consumers: Competition and the private provision of public goods. Journal of Economics and Management Strategy, 12(3), 419–445.
3. C.V. Baxi & Ajit Prasad (2005), Corporate Social Responsibility-Concepts & Cases: The Indian Experience, Excel Books, New Delhi
4. Das, S. K., and S. K. Chaudhury (ed.) "Practices of CSR in Banking Sector in India: An Assessment of Corporate Governance & Sustainability, Discovery Publishing House Pvt. Ltd, New Delhi, 2012.
5. David Chandler and William B. Werther, "Strategic Corporate Social Responsibility: Stakeholders, Globalization, and Sustainable Value Creation", Sage Publication, New Delhi, July 2010.
6. P. J. Mathews (2012): Making a Difference—CSR initiatives taken by NTPC Ltd, Tata McGraw-Hill, New Delhi
7. Sumati Reddy (2004), Corporate Social Responsibility: The Environmental aspects, The ICFAI University Press, Hyderabad
8. FICCI Report. (2014). Organizing for Success on Corporate Responsibility: The Path to High Performance. Accenture, FICCI.
9. Agarwal, S. (2008). Corporate Social Responsibility in India. Sage Publishers.
10. Premlata., Agarwal, A. (2013). Corporate Social Responsibility: An Indian Perspective. Journal of Business Law and Ethics.
11. Sarkar, J., Sarkar, S. (2015). Corporate Social Responsibility in India - An Effort to Bridge the Welfare Gap. Indira Gandhi Institute of Development Research.
12. Patra, P., Behar, A. (2015) Implications of corporate social responsibility on civil society in India State of

Civil Society Report.

13. Project Guru, Importance of corporate social responsibility to societies, May18,2012,available at <https://www.projectguru.in/publications/importance-of-corporate-social-responsibility-to-societies>
14. INDIACSR,20% increase in actual CSR spends inFY2017, July9,2017, available at <http://indiacsr.in/20-increase-in-actual-csr-spend-in-fy-2017>.

## SKILL ORIENTED COURSE

### SOC-3.2 SELF HELP GROUPS AND WOMEN EMPOWERMENT

#### Learning Outcomes:

- Gain clarity in the concept and formation of SHGs.
- Understand the theoretical and practical knowledge about SHGs.
- Comprehend the necessity of empowerment of women.
- Gain knowledge and exposure to the various organizations working with self help groups and environment.

Unit No	Title of Unit	Title of Subunits	Credits
1	Conceptualizing Women Empowerment	<ul style="list-style-type: none"><li>• Concept &amp; need of women Empowerment</li><li>• Equality and Empowerment: India's Commitments</li><li>• Dimensions of Women Empowerment–Educational, Economical Socio-cultural, familial / Interpersonal, Legal, Political, Psychological</li></ul>	0.5
2	Self Help Groups (SHGs)	<ul style="list-style-type: none"><li>• The Concept &amp; Perspectives, History, meaning, objectives, planning, Uses of SHGs, formation of SHG, functions of SHGs, Various Registers.</li><li>• Role of professional and peer leaders in SHGs, Participation of the Group members, Members Duties and responsibilities, SHGs movement activities</li><li>• Role of NGO in SHGs</li></ul>	0.5



3	NABARD	<ul style="list-style-type: none"> <li>• National Bank for Agriculture &amp; Rural Development, Bank linkage programmes, Size of SHGs, Characteristics, opening &amp; Saving bank account, Quantum of loan,</li> <li>• Documentation, presence of Defaulters in SHGs, Grading of SHGs for Bank finance, Rate of Interest, voluntary savings, Thrift, purpose of bank loan, cash credit/overdraft</li> </ul>	0.5
		For SHG, <ul style="list-style-type: none"> <li>• Improving Risk Mitigation system Building second tier Institution, Training &amp; capacity Building Programme, Theory and Practices</li> </ul>	
4	MAVIM,DRDA, NULM	<ul style="list-style-type: none"> <li>• Mahila Arthik Vikas Mahamandal, Maharashtra State-Nodal agency History – Role for women empowerment, Projects, Schemes training, activities, Administration, Theory and Practices</li> <li>• District Rural Development Agency- Concept,Functions and Services</li> <li>• National Urban Livelihood Mission-Concept, Mission, Functions and service/programmes</li> </ul>	0.5

### Evaluation System of the course

Sr,No	Course Nature	Particulars	Marks
1.	Theory	Theory exam at the end of the course	30
2.	Practical	Assignment/Presentation	10
		Report writing on the SHGa ctivity of any Organization	10
	<b>Total Marks</b>		<b>50</b>

### References:

- 1) Society, SHG scheme & Empowerment- M.C. Behera (with Aparna Chutia) – 2018- ISBN 978-93-87436-15-2 Nation Press, New Delhi.
- 2) GroupWork–Theoriesandpractices–H.Y.Siddiqui–2016–RawatPublication,Jaipur,ISBN978- 81-316-

0171-6.

- 3) NABARD– [www.nabard.org](http://www.nabard.org)
- 4) MAVIM–[www.mavimindia.org](http://www.mavimindia.org)
- 5) EmpowermentforWomen–M.L.Narsaiah–2004,DiscoveryPublicationHouseNewDelhi.
- 6) [www.rural.nic.in](http://www.rural.nic.in)
- 7) [www.nulm.gov.in](http://www.nulm.gov.in)
- 8) [www.startupindia.gov.in](http://www.startupindia.gov.in)
- 9) **Mohua.gov.in**

# **MSW Part–II Semester-IV**

## **CC-CORE COURSE**

### **CC-4.1 Social Welfare Administration**

#### **Learning Objectives**

- To orient students to the basics of welfare administration.
- To enable students to know the civil society and legal issues about administration
- To make students understand about the administration of organizational effectiveness.

<b>Unit</b>	<b>Title</b>	<b>Content</b>	<b>Teaching Learning Methodology</b>
1.	Human Resource Development	<ul style="list-style-type: none"><li>• Meaning, concept to human resource development</li><li>• Training: Need and importance, Principles</li><li>• Performance Appraisal: Concept, Purpose, importance, process, methods</li></ul>	Lecture & discussion
2.	Administration of Organizational Effectiveness	<ul style="list-style-type: none"><li>• Concept, Characteristics of organizational effectiveness</li><li>• Basic managerial skills</li><li>• Effective Decision Making</li><li>• Effective Communication</li><li>• Ethics in Management</li></ul>	Lecture, Assignments, & discussion
3.	Civil society and corporate governance	<ul style="list-style-type: none"><li>• Meaning &amp; concept of civil Society</li><li>• Management Information System(MIS)</li><li>• Community monitoring</li><li>• Developing Creative Work environment</li></ul>	Lecture & discussion
4.	Legal matters In Administration	<ul style="list-style-type: none"><li>• Society Registration Act, 1960</li><li>• Bombay Public Trust Act, 1950</li><li>• 80-G procedures</li></ul>	Lecture, Assignments & discussion

6.	Financial Administration	<ul style="list-style-type: none"> <li>• Meaning &amp; concept of financial Administration</li> <li>• Sources of finance</li> <li>• Budgeting, Principles of Budgeting</li> <li>• Auditing and Inspection</li> <li>• Fund Raising</li> <li>• Mobilization of community Resources</li> </ul>	Lecture, Seminar & discussion
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### References:

Bechkard, R. 1969	Organizational development: Strategies and models, Reading: Addison-Wesley
Chandra, Snehlata, 2001	Non-governmental organizations: Structure, Relevance and Functions, New Delhi: Kamishaka Publishers
Connors, Tract Dainer, 1993	The Non-Profit Management Handbook: Operating policies and procedures, New York: John Wiley and Sons Inc.
Kramer, R., 1981	Voluntary organizations and the welfare state, Berkeley
PRIA, 1990	Manual on financial management and accounts keeping for voluntary organizations, New Delhi: Society for Participatory Research in Asia
Drucker, P., 1990	Managing the Non-profit organizations, NY: Harper Collins
Kandaswamy, 1986	Governance and financial management in Non-profit organizations—A reference manual, New Delhi: Caritas India
Mohanty, M. and Singh, A.K., 2002	Volunteerism and government: Policy, programs and assistance, New Delhi: VANI
Slugter, G.P., 1998	Improving organizational performance, New Delhi: Sage Publications
Thomas, A. et al., 1998	Finding out fast: Investigative skills of policy and development, New Delhi: Sage

## CC-CORECOURSE

### CC-4.2Project Implementation & Communication Media

#### Learning Objectives:

- To understand the concept of Project Development
- To gain the knowledge about the Project Implementation
- To get acquainted with various Communication Media

Unit	Title	Content	Teaching-Learning Methodology
1	Process of Project Development	<ul style="list-style-type: none"><li>• Aspects of Project Feasibility analysis</li><li>• Technical analysis</li><li>• Financial analysis</li><li>• Social cost benefit analysis</li><li>• Market analysis</li></ul>	Lecture &discussion Assignments /presentation
2	Project Implementation	<ul style="list-style-type: none"><li>• Concept of importance of Project Implementation</li><li>• Significance of project monitoring</li><li>• Concept of project evaluation</li><li>• Types of evaluation</li><li>• Qualities of good evaluator</li></ul>	Lecture &discussion/ Brainstorming/ Assignments/ presentation
3	Organizational Communication	<ul style="list-style-type: none"><li>• Meaning and Concept of Organizational Communication</li><li>• Need &amp;importance of Organizational Communication</li><li>• Principals for effective Organizational Communication</li><li>• Leadership style and Communication</li></ul>	Lecture/Brainstorming Assignments/ presentation

4	Communication Media	<ul style="list-style-type: none"> <li>• Audio-Visual media: Meaning and importance</li> <li>• Selection Criteria for Medias</li> <li>• Principals &amp; guidelines for AV media</li> <li>• Visual Media : Tables, Charts, Graphs, Posters, Photographs ,Flip Charts, Power Point presentation</li> <li>• Folk Media: Puppetry, Folk Songs, Folk Dances, Bhajan- kirtan, other Traditional Media</li> <li>• Mass Media: Film, TV Radio and press</li> </ul>	Lecture/Brainstorming Assignments/ presentation
5	Professional Written Communication	<ul style="list-style-type: none"> <li>• Features of written Communication</li> <li>• Importance of professional Writing</li> <li>• Writing formal reports</li> <li>• Writing Research Paper/article</li> <li>• Writing notices ,agenda ,Minutes</li> </ul>	Lecture, Tutorials &Presentations Presentation

## References:

1. D.LittleInternational,1998,HandbookonmanagementofProjectImplementation:apractical guide for Implementers of ADB-supported projects, Asian Development Bank
2. SherryDevereauxFerguson,1999,CommunicationPlanning:AnIntegratedApproach,SAGE Publications
3. PeterK.Manning,1992,OrganizationalCommutation,LibraryofCongresscataloging,Handbook of organizational communication ,An Interdisciplinary Perspective SAGE Publications,
1. Agarwal.N.P&Mishra.B.K,2007,Social and Quantitative aspects Project Management, RBS Apublisher, jaipur
2. Vasant Desai,Second Edition,2004,Project Management,Himalaya Publishing House,Mumbai.
3. Mittal A.C &Sharma B.S,2006,Project Managemant,Vista International Publishing House, Delhi
4. R.K.Gupta,2007,Encyclopediaof Journalism And Mass Communication, KK Agencies, Delhi

5. Nafisa Rizvi, 2011, Politics of change, The express Tribune, International Newyork times.

## CC-CORECOURSE

### CC-4.3SocialPlanningandLegislations

#### Learning objective:

- To understand the concept of Planning Commission in India
- To gain the role clarity of Social Planning and Legislations in Social work
- To critically understand the importance of various legislations in India

Unit.	Title	Contents	Teaching learning Methodology
1.	Social Policy& Social Planning	<ul style="list-style-type: none"><li>• Concept of Social developmental planning</li><li>• Scope of social planning to achieve the goals, planning for development.</li></ul>	Lectures, Discussion, Assignments
2.	Planning Commission in India	<ul style="list-style-type: none"><li>• Planning is Instrument of social Policy</li><li>• Five years plans-Introduction, objectives &amp; Plans years</li><li>• Planning Commission (Niti Aayog)- National Institution for Transforming India-2015.</li></ul>	Lectures, Discussion, Assignments
3.	Welfare Schemes & Programmes	<ul style="list-style-type: none"><li>• Health, Family, Education, Women,</li><li>• Person with Disabilities(Divyangjan)</li><li>• Backward classes, old age persons Children and Youth</li><li>• Urban, Rural, Anti-poverty alleviation programmers, MGNREGA programmers.</li></ul>	Lectures, Discussion, Assignments Presentation Workshop Assignment
4.	Health Related Legislations	<ul style="list-style-type: none"><li>• TheEpidemicDiseasesAct-1897</li><li>• The Conception &amp;pre-natal Diagnostic TechniquesAct-1994</li><li>• The Mental HealthAct.-2017</li><li>• The Consumer ProtectionAct-2019</li></ul>	Lecture Discussion seminars Workshop Assignment



5.	Community Developmental Related legislation	<ul style="list-style-type: none"> <li>• The Environment Protection Act 1986</li> <li>• 73rd&amp;74<sup>th</sup>constitutional amendment Act 1992 (Panchayat Raj)</li> <li>• The Protection of Human Rights Act1993</li> <li>• Corporate Social Responsibility(CSR)as per companies Act-2013</li> <li>• The Street Vendors (Protection of Livelihood &amp;Regulation of Street Vending) Act 2014.</li> </ul>	Lecture, Discussion Presentation seminars Workshop Assignment
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**References:**

A.K.Bhartiya and D.K.Singh	Social Policy in India New Royal Book Company, Luck now
Pradeep Saxena	Public Policy Administration and Development University of Rajasthan, Jaipur
AlfredJ.Kahn	Theory and Practice of Social Planning ,Russe llSage Foundation, New York.
Professional Publication	Various Bare Acts
Basu D D	Indian Constitution

**CC-CORECOURSE****CC-4.4ResearchProject-Report****Learning Objectives:**

- To get students acquainted with the process of writing the project report
- To get students oriented with statistical and analyticalskills.

<b>Unit</b>	<b>Title</b>	<b>Content</b>	<b>Teaching Learning Methodology</b>
1.	Data Processing &Data Analysis	<ul style="list-style-type: none"><li>➤ Data Collection</li><li>➤ Data Editing</li><li>➤ Coding</li><li>➤ Preparation of MasterChart</li><li>➤ Transfer of data to SPSS/MS Excel</li><li>➤ Classification &amp;Tabulation</li><li>➤ Data analysis &amp; Interpretation</li></ul>	SPSS Demo /MS Excel Demo/Discussion

2.	Report Writing	<ul style="list-style-type: none"> <li>➤ Introduction</li> <li>➤ Review of Literature</li> <li>➤ Methodology</li> <li>➤ Data Analysis &amp; Interpretation</li> <li>➤ Major Findings, Conclusions &amp; Suggestions</li> </ul>	Seminar/Discussion
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### **Guidelines for Chapter Scheme in Research Project Report**

<b>Chapter</b>	<b>Chapter title</b>	<b>Chapter content</b>
<b>I</b>	Introduction	Give theoretical background of the theme of the study. Concepts related to the theme of the study shall be explained with clarity. Magnitude and extent of the research problems shall be explained.
<b>II</b>	Review of Literature	State the abstract form of the research studies. The research studies extracted from the journals, books and internet shall be written precisely.
<b>III</b>	Methodology	Rationale and context of the theme of the study shall be explained. Complete research design has to be stated with precision.
<b>IV</b>	Data Analysis and Interpretation	Tables generated from the SPSS package has to be presented in the tabular form with univariate and bivariate analysis. The presented tables needs to be interpreted.
<b>V</b>	Major Findings, Conclusion and Suggestions	Major findings of the study shall be explained. Based on the findings of study, inferences may be drawn and correspondingly suggestions/ interventions may be proposed.
	Appendix	<ul style="list-style-type: none"> <li>• Bibliography</li> <li>• Interview schedule / Observation schedule/Questionnaire/ Psychological scale</li> </ul>

**General Instruction Regarding Research Project Report:** Research project report topics and data collection work may be partially linked to concurrent fieldwork practice of M.S.W. Part-I and Part – II to strengthen the research practice in fieldwork. The research project report work may be planned for two

years' period of the student.

**Report Size:** Minimum 50 pages and above, times new roman letter, fontsize:12,Space:1.5,Justified alignment, page layout Left 2 cm, Right, Top & Bottom 1.5 cm

**References:**

1. Anderson J. et al 1970 Thesis and Assignment Writing, New Delhi: Wiley Eastern Ltd
2. Blalock H. M. 1972 Social Statistics, New York McGraw Hill.
3. Field, Andy. 2000 Discovering Statistics Using SPSS for windows: Advanced Techniques for Beginning, New Delhi : Sage Publications.
4. Foster J. J. 1998 Data Analysis Using SPSS for windows: A beginner's Guide, New Delhi Sage Publications.
5. Mukherji, Partha N. (eds), 2000, Methodology in Social Research: Dilemma and perspective, New Delhi Sage Publications
6. Padgett, Deborah, K. 1988, Qualitative Methods in Social Work Research, New Delhi Sage Publications
7. Ramchandran, P. 1990 Issues in Social Work research in India, Bombay: Institute for community Organization Research.
8. Reichman, W. J. 1981 Use and Abuse of Statistics, Penguin

## **Discipline Specific Elective: Opt3 Courses from any one Group**

### **Group I**

#### **DSE-HRM-4 Human Resource Development & Corporate Social Responsibility**

##### **Learning Objectives:**

- To understand development aspects of human resources in the context of industry
- To understand the concept of industrial psychology, organizational behaviour
- To understand the corporate social responsibility perspectives, guidelines, initiatives in India

<b>Unit</b>	<b>Title</b>	<b>Content</b>	<b>Teaching Learning Methodology</b>
1	HRD Subsystems and quality management	<ul style="list-style-type: none"><li>• Bench Marking</li><li>• 5S</li><li>• Six Sigma</li><li>• ISO</li></ul>	Lecture / Discussion / Presentation/ Assignment
2	Industrial Psychology and Organisational Behaviour	<ul style="list-style-type: none"><li>• Meaning, concept of Industrial psychology</li><li>• Meaning, concept of Organisational Behaviour</li><li>• Theories of Motivation</li><li>• Job satisfaction</li></ul>	Lecture / Discussion / Presentation/ Assignment
3	Competency Mapping and Organizational development	<ul style="list-style-type: none"><li>• Employees Competency mapping: Meaning and Indicators of Competency</li><li>• Concept of Organizational development</li><li>• Organizational culture</li><li>• Process and Intervention strategies in OD</li></ul>	Lecture / Discussion / Presentation/ Assignment
4	Corporate Social Responsibility	<ul style="list-style-type: none"><li>• Concept, meaning, basic elements, characteristics and scope of CSR</li><li>• The contemporary view, traditional corporate philanthropy and Social Responsibility Model</li><li>• Emerging Perspectives of CSR</li><li>• CSR Policy and guidelines, Legal frame</li></ul>	Lecture / Discussion / Presentation/ Assignment

		work, rules and regulations, Company Act 2013 - relevant provisions of CSR.	
5	CSR and community development	<ul style="list-style-type: none"> <li>• CSR and community development issues and challenges</li> <li>• Role of Corporate Sector-in Community development</li> <li>• CSR project for sustainable development</li> <li>• CSR Initiatives in India</li> </ul>	Lecture / Discussion / Presentation/ Assignment

#### References:

1. Rao, T.V. (1991): Readings in Human Resource Development; Oxford & IBH Publication Co. Pvt. Ltd. New Delhi

2. Sheikh,A.M.(1999)Human Resource Development and Management,S. Chand&co. Delhi.
3. Singh(2014)Industrial Psychology,McGrawHill,India
4. GuptaBC(2014), A Textbook of Organisational Behaviour: With Text and Cases, SChand&Co Ltd, New Delhi
5. C.V.Baxi&AjitPrasad(2005),Corporate Social Responsibility-Concepts & Cases: The Indian Experience, Excel Books, New Delhi
6. PJ Mathews(2012):Making a Difference– CSR initiatives taken by NTPC Ltd, Tata McGraw-Hill, New Delhi
7. RossallJ.Johnson(1971),Executive Decisions: Human Element Factors,Mgmt.Functions,Social Responsibility, D.B. Taraporevala Sons & Co. (P) Ltd, Bombay
8. S.C. Dubey(1979),Public Services and Social Responsibility,Vikas Publishing House(P)Ltd,New Delhi
9. Sumati Reddy(2004),Corporate Social Responsibility:The Environmental aspects,TheICFAI University Press, Hyderabad

## **DSE-HRM-5Human Resource Management &Trade Union**

### **Learning Objectives:**

- To Understand the importance of Human Resource Management in industry
- To understand various applications of strategic HRM.
- To develop knowledge about trade union

<b>Unit</b>	<b>Title</b>	<b>Content</b>	<b>Teaching Learning Methodology</b>
1	HR Audit, Research	<ul style="list-style-type: none"> <li>• HR Audit and Research: Meaning, Objectives, Scope</li> <li>• Importance of HR Audit</li> <li>• Need of HR Audit</li> <li>• HR Research: meaning, Scope, methods</li> </ul>	Lecture/Discussion/ Presentation / Assignment

2	Performance Management system	<ul style="list-style-type: none"> <li>• Meaning, Concept of performance management system</li> <li>• Individual development plan</li> <li>• Performance Standards, Measures, reporting of progress, Improvement Process</li> <li>• Types of PMS, Managerial Effectiveness</li> </ul>	Lecture/Discussion/ Presentation / Assignment
3	Performance Appraisal	<ul style="list-style-type: none"> <li>• Meaning, Objectives</li> <li>• Approaches &amp; Methods</li> <li>• Strategies to improve Performance</li> <li>• New Trends in Performance Appraisal</li> </ul>	Lecture/Discussion/ Presentation / Assignment
4	Trade Union	<ul style="list-style-type: none"> <li>• Meaning, Concept and Objectives of Trade Unions • Origin, Growth and</li> </ul>	Lecture/Discussion/ Presentation /
		Trade Union Movement in India <ul style="list-style-type: none"> <li>• Unionization of Trade Unions in India</li> <li>• Trade Unions after Globalization, Privatization and Liberalization</li> </ul>	Assignment
5	Management of Trade Union	<ul style="list-style-type: none"> <li>• Registration, Structure, Functions of Trade union</li> <li>• Problems of Tradeunion, Social Responsibility of Trade Unions</li> <li>• Current trends and challenges before unions</li> <li>• Role of Trade Union in Employee Grievance Procedure</li> </ul>	Lecture/Discussion/ Presentation / Assignment

### Reference:

1. Varma M, Agrawal R. (1991) Personnel Management and Industrial Relations. Forward Book Depot
2. Subba Rao P. (2004), Essentials of Human Resource Management and Industrial Relations, Himalaya Publishing House, Mumbai



3. Mamoria C.B.(2003) Personnel Management. Himalaya Publishing House, Mumbai.
4. Mamoria C.B.(2003) Dynamics of Industrial Relations. Himalaya Publishing House, Mumbai
5. Dawar R.S.(1995).Personnel Management and Industrial Relations.Vikas publishing House pvt. Ltd.
6. Masihi, Edwin J.(1985),Trade Union leadership in India;New Delhi:Ajantha Publication
7. Mustafa, M.(1990),Labour Problems & Welfare; New Delhi: Deep&Deep Publications
8. Punekar S.D.etc.(1994),Labour Welfare, Trade Unionism and IR;Ed.5.Himalaya Publication Mumbai
9. Vaed, K.H.(1962)Growth and Practice of Trade Unionism; Delhi School of Social Work,Delhi
10. Verma, Pramod and Mookherjee(1982)Trade Unionism in India, Oxford and IBH Publication, New Delhi
11. Bhattacharya D.K.(2011)Performance Management Systems and Strategies,Pearson Education India
12. Garry Dessler(2003),Human Resource Management”,Practice Hall of India Pvt.Ltd.,New Delhi
13. Dr.S.S.Khanka,(2003)“Human Resource Management”,S.Chand and Company Ltd.,New Delhi
14. Varma M,Agrawal R.(1991) Personnel Management and Industrial Relations.Forward Book Depot., New Delhi
15. Dawar R.S.(1995).Personnel Management and Industrial Relations. Vikas publishing House pvt. Ltd., New Delhi

## **DSE-HRM-6 Social Security & Labour Laws**

### **Learning Objectives:**

- To understand social security of industrial workers in India
- To Develop an insight of employee welfare programme and its relevance to work culture and productivity.
- To understand the Codes on Social Security and Industrial Relations

<b>Unit</b>	<b>Title</b>	<b>Content</b>	<b>Teaching Learning Methodology</b>
1	Social Security	<ul style="list-style-type: none"><li>• Social security: Meaning, concept &amp; Objectives</li><li>• History, policies and programmes</li><li>• Importance of social security measures in labour welfare</li><li>• Industrial accidents-causes, effect, prevention</li></ul>	Lecture/Discussion/ Presentation / Assignment
2	Aspects of Labour Welfare	<ul style="list-style-type: none"><li>• Recreation, Transport Services, Industrial Housing</li><li>• Administration &amp; Management of Canteen, Crèche, Consumer Cooperatives and Credit Societies</li><li>• Problems concerning Industrial Labour in India</li><li>• Maharashtra Labour Welfare Board</li></ul>	Lecture/Discussion/ Presentation / Assignment
3	Challenges before Employees	<ul style="list-style-type: none"><li>• Changing concept of employee-Worker, employee and human resources</li><li>• Needs and Challenges of new working class</li><li>• Response of welfare system</li><li>• Employees Assistance programmes.</li></ul>	Lecture/Discussion/ Presentation / Assignment

4	Legal provisions on Social Security	<ul style="list-style-type: none"> <li>The Code on Social Security 2020</li> </ul>	Lecture/Discussion/ Presentation/ Assignment
5	Legal provisions on Industrial Relations	<ul style="list-style-type: none"> <li>The Industrial Relations Code 2020</li> </ul>	Lecture/Discussion/ Presentation / Assignment

### References:

1. Kumar ,Shiv(1994) Labour Welfare& Incentive Plans in Industries;Radha Publications,NewDelhi
2. Laldas,D.K.(1991)Personnel Management industrial relations & Labour Welfare;Y.K. Publishers, Agra
3. Moorthy,M.V.(1982Ed.2.) Principles of Labour Welfare; Oxford& IBH Publishing Co.,New Delhi
4. Mustafa,M.(1990) Labour Problems& Welfare; Deep& Deep Publications, New Delhi

5. Punekar S.D.etc.(1994):LabourWelfare,Trade Unionism ;Ed.5.HimalayaPublication, Mumbai
6. Rao, Manju(1995)Labour Welfare Policy in India, Printwell, Jaipur
7. Sarma,A.M.(1997) Aspects of Labour Welfare and Social Security,Himalaya PublishingHouse, Mumbai
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9. Singa,RamChandra(1989)Labour Welfare administration in India;Deep&DeepPublication,New Delhi
10. Srivastava, K.D. (1982)Law relating to trade unions in India, Ed.2,Eastern Book Com, Lucknow
11. Vaid,K.N.(1970)Labour Welfare in India; Shri Ram Centre for IR& HR,Delhi
12. Government Gazetteer(2020). Labour Code. Government of India.

## **GroupII**

### **DSE-URCD-4 Strategies and Trends in Rural Community Development**

#### **Learning Objectives:**

- To orient the students about the various approaches in rural community development
- To enable the students to understand the importance of extension education in rural setup
- To comprehend the student sabout the challenges in developing cottage industries for rural development

Unit	Title	Contents	Teaching Learning Methodology

1.	Initiatives for rural Development	<ul style="list-style-type: none"> <li>• Government initiatives for rural community development</li> <li>• NGOs initiatives for rural development.</li> <li>• People's participation as an instrument for rural development.</li> <li>• Role of Financial Institutions</li> </ul>	Lecture by using audio visual aids/ Assignment
2.	Rural development through 5 year Plan	<ul style="list-style-type: none"> <li>• Concept &amp; process of five year Planning.</li> <li>• Provisions for Rural Dev.</li> <li>• Through different five year plans.</li> </ul>	Focus Group Discussion/Lecture

3.	Approaches in rural development	<ul style="list-style-type: none"> <li>• Review of rural reconstruction experiments- pre independent and post-dependent</li> <li>• Traditional govt. Approach</li> <li>• Developmental Approaches and Important schemes for village development (Water, Housing, Sanitation, Transport, SHGs,etc).</li> </ul>	Lecture/Discussion
4.	Extension Education	<ul style="list-style-type: none"> <li>• Concept &amp; objectives of extension education</li> <li>• Importance of extension education.</li> <li>• Methods of extension education.</li> <li>• Individual, Group and Mass approach in extension education.</li> </ul>	Seminar/RolePlay/ Lecture
5.	Cottage Industries	<ul style="list-style-type: none"> <li>• Meaning and Need of Small scale Cottage Industries.</li> <li>• Opportunities and Challenges in development of Small scale Cottage Industries.</li> </ul>	Lecture/Tutorial

### References:

Herbert Risley	ThePeopleofIndia, Delhi,OrientBooks, 1969.
D.N. Mazumdar	IntroductiontoSocialAnthropology,Bombay,Asia,
Govt. ofIndia	ReportonDevelopmentofBackwardHillAreas,Planning Commission
RastogiA. K.	RuralDevelopmentStrategy,Widevision,Jaipur
VermaS.B.	RuralManagement,Deep&DeepPublicationsPvt.Ltd.New Delhi

GopalLalJain	RuralDevelopment
K. Singh	SocialWorkTheory andPractice
Gyani Jeevandeep	Rural Economics
P.S. Grewal	Rural Economics
O.P. Dhama	CommunityDevelopmentandExtensionEducation
VasantDesai	Astudy ofRural Economics
BaidyanathHisra	Poverty,UnemploymentandRuralDevelopment
A. R.Desai	Rural Sociology
VinodKumar Lawania	RuralDevelopmentin India:
AbdulAziz	PovertyAlleviationinIndia

## DSE-URCD-5 Urban& Rural Community Development- II

### Learning Objectives:

- To acquaint with the knowledge of urban and tribal lifestyle.
- To gain clarity of urban and tribal problems and development programs.
- To comprehend the importance of therapeutic approaches in modern urban community development setting

Unit	Title	Contents	Teaching Learning Methodology
1	Social Processes and Tribal Society	<ul style="list-style-type: none"> <li>• Socio-cultural barriers and promoters and promoters of change and development</li> <li>• Processes of culture contact, acculturation, assimilation, conflictand</li> </ul>	Lecture and discussion

		diffusion	
2	Problems of Tribal Communities	<ul style="list-style-type: none"> <li>• Alienation, migration, Social mobility, displacement,</li> <li>• Cultural exposure, exploitation,</li> <li>• Cultivation and agriculture Indebtedness</li> <li>• Developmental projects and politicization.</li> </ul>	Lecture and discussion
3	Policies, Programs, Strategies and problems in Tribal	<ul style="list-style-type: none"> <li>• Fifth and Sixth Schedule Sub- Plan strategy Funding under Article 275 (1)</li> <li>• Development of hill and backward areas</li> <li>• Integrated Tribal Development Projects</li> <li>• Minimum Needs Programme</li> <li>• Working of tribal development agencies</li> <li>• Empowerment through Panchayati Raj Institutions</li> </ul>	Lecture and discussion
4	Policies affecting Tribes	<ul style="list-style-type: none"> <li>• Forest policy, cooperatives, legal aid,</li> <li>• Land Ownership and tenure,</li> <li>• Production, marketing and consumption credit, tribal artisans</li> </ul>	Lecture and discussion
5	NGOs, civil society and corporate sector	<ul style="list-style-type: none"> <li>• NGOs working for urban development</li> <li>• Corporate sector working for urban development</li> <li>• Role of urban civil society in urban development, Community participation;</li> <li>• Urban micro-planning and other NGOs</li> </ul>	Lecture and discussion

### References:



Author	Books and Publication
W.G.Archer	Tribal Land and Justice; new Delhi Concept, 1984.
P.R. Gurdon	The Khasis; Delhi, Cosmos, 1975.
Amir Hasan	Tribal Administration in India; Delhi
Romesh Thappar (Ed)	Tribes, Caste and Religion in India, New Delhi, Macmillan, 1977.
K.S. Singh (Ed).	Tribal Movements in India, Vols. I and II, New Delhi, Manohar, 1982.
F.G. Bailey	Tribes, Caste and Nation; Bombay, ... 1960

## **DSE-URCD-6 Disaster Management**

### **Learning Objectives:**

- To understand the concept of disaster management.
- To gain the role clarity of disaster management and Social Work.
- To critically understand Disaster management.

Unit	Title	Content	Teaching Learning Methodology
1	Disasters	<ul style="list-style-type: none"> <li>• Definition and content, vulnerability and disaster preparedness.</li> <li>• Education and awareness</li> <li>• Types of disaster, (natural draught, floods, cyclones, earthquakes, manmade famine, riots, eviction, industrial,</li> </ul>	Lecture and discussion
2	Impact of Disaster	<ul style="list-style-type: none"> <li>• Physical Impact</li> <li>• Economical Impact</li> <li>• Psycho- social impact</li> </ul>	Lecture and Assignment

3	Disaster management Cycle	<ul style="list-style-type: none"> <li>• Pre-disaster, prevention, preparation and education, A actual disaster, short term, long term plan, Relief work,</li> <li>• Post disaster rehabilitation and mitigation of negative effects</li> </ul>	Lecture and Presentation
4	Issues Involved	<ul style="list-style-type: none"> <li>• Policy issues, politics of aids,</li> <li>• Gender issues in disaster,</li> <li>• prime-minister relief fund for disaster management.</li> </ul>	Lecture and Role Play
5	Intervening agencies and their role	<ul style="list-style-type: none"> <li>• Government organization,</li> <li>• Voluntary agencies local groups,</li> <li>• Social workers in disaster management.</li> </ul>	Lecture and Assignment

### References:

D.K.Asthana and Meera Asthana	Environmental Studies, S.Chand New Delhi
Chary S.N. and Vyasulu (Eds)	Environmental Management, an Indian perspective. McMillan India Ltd.
Dix J.H.	Environmental pollution: Atmosphere, land, water and noise, Wiley Chichester
Duffus J.H	Environmental Pollution. John Wiley. N.Y.
Ramana Murthy	Disaster Management, Dominant Publisher and Distribution, New Delhi.
S.L.Goel and Ram Kumar	Disaster Management, Deep and Deep Publication, New Delhi.
Warren E. Todd and David Nash	Disaster Management, American Hospital Publishing Inc. Chicago.
Vulnerability and mitigation	Natural hazards and Disaster Management, Rawat Publications, Jaipur.

## **Group III**

### **DSEFCW-4 Child Welfare Services**

#### **Learning Objectives:**

- To understand the situation of children in India
- To know the child related laws and policies
- To know the Schemes and programmes for children

Unit	Title	Content	Teaching Learning Methodology
1.	Child welfare policies	<ul style="list-style-type: none"> <li>• Concept of child welfare</li> <li>• Constitutional provisions for children</li> <li>• National policy for children, 1974</li> <li>• National policy on education, 1986</li> <li>• National policy on child labor, 1987</li> <li>• National plan of action for children 2005</li> </ul>	Lecture/Assignment Discussion
2.	Commission for protection of child rights	<ul style="list-style-type: none"> <li>• National human rights commission</li> <li>• National commission for protection of the rights of the children</li> </ul>	Lecture/Roleplay
3.	Child rights	<ul style="list-style-type: none"> <li>• Child prostitution,</li> <li>• Child pornography</li> <li>• Millennium Development Goals</li> <li>• CHILDLINE Services</li> </ul>	Lecture/ Presentation
4.	Laws related to children	<ul style="list-style-type: none"> <li>• The pre-natal diagnostic techniques (regulation &amp; prevention of misuse) act, 1994 • Juvenile justice act (care &amp; protection of children) 2000</li> <li>• Child labour (prohibition &amp; regulation) act, 1986</li> <li>• Sex determination &amp; foeticide Act</li> </ul>	Lecture/ Assignment
5	Schemes & programmes for child protection	<ul style="list-style-type: none"> <li>• Adoption, foster care and Sponsorship</li> <li>• Child Guidance Clinic</li> <li>• ICDS</li> <li>• National crèche scheme</li> <li>• Integrated program for</li> </ul>	Lecture/ Discussion

		<ul style="list-style-type: none"> <li>• street children</li> </ul>	
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## References:

Berk Laura, E, 1966	Child development, Prentice Publications
Chandra Kulshreshtha Jinesh (1978)	Child Labour in India, New Delhi: Ashish Publishing House
Chaturvedi, T. N. (1979)	Administration for Child Welfare, Admin, New Delhi: Indian Institute of Pub
Choudhary, D. Paul (1980)	Child Welfare/ Development, Delhi : Atma Ram & Sons.
Choudhary, D. Paul (1963)	Child Welfare Manual, Delhi – 6: Atma Ram & Sons
Dolly Singh, 1995	Child development, Kanishka Publishers
Elizabeth Hurlock, 1981	Child Development, McGraw International Publishers.
Gredericson, 1987	Child and his welfare, Hazel Publications
Govt. of India, 1987	Encyclopaedia of social work, New Delhi
Kuppuswamy, B., 1995	Child behavior and development
Kumar, R., 1988	Child development in India, Vol. I & II, Ashis Publishers
Kavita Koradia, Darshan Narang, 2010	Status of Child and Welfare organizations, Aavishkar Publishers,
Helen Bee	Child Development
G. S. Kewalramani, 1992	Child abuse, Rawat Publications
Ghathia, Joseph (1999)	Child Prostitution in India, New Delhi: Concept Publishing Company

RashmiAgarwal,1999	Street children, NewDelhi:Shipra Publications
PaulChaudhray,1980	Child welfare and child development,:Atma Ram & Sons Publishers

### **DSEFCW-5 Family Issues & Social Work Intervention**

#### **Learning objectives:**

- Understand and analyze policies and programs related to family and women development
- Acquire knowledge and skills regarding family intervention
- Understand various legislations

Unit	Title	Content	Teaching-Learning Methodology
1	Family Life Education	<ul style="list-style-type: none"> <li>• Concept and significance, definition of family life education (FLE)</li> <li>• Sexual Health education</li> <li>• Role of family: school, peer group, mass media and religion in family life education</li> </ul>	Lecture/Discussion/ Presentation/ assignments
2	Population Policy and women development	<ul style="list-style-type: none"> <li>• Profile of Indian population</li> <li>• Fertility rates in India</li> <li>• Male, Female sex ratio</li> <li>• Demographic status of women and women development</li> <li>• Population policy of India</li> </ul>	Lecture/Discussion/ Presentation/ assignments
3.	Crisis and Violence in families and impact on women	<ul style="list-style-type: none"> <li>• Familial violence and abuse (Domestic Violence)</li> <li>• Types of abuse/violence</li> <li>• Marital breakdown: Definitions, determinants of breakdown</li> <li>• Desertion, divorce &amp; separation</li> <li>• Impact of violence on members of family</li> <li>• Social worker response to abuse and violence</li> </ul>	Lecture/Discussion/ Presentation/ assignments
4	Family, marriage and laws	<ul style="list-style-type: none"> <li>• The Hindu Marriage Act, 1955</li> <li>• Special Marriage Act, 1954</li> <li>• The Dowry Prohibition Act, 1961</li> <li>• The Domestic Violence Act 2005</li> <li>• Family Court</li> </ul>	Lecture/Discussion/ Presentation/ assignments
5	Family, women And Human Rights	<ul style="list-style-type: none"> <li>• Ideology of family and women rights</li> <li>• National &amp; State's Family and Women development programmes</li> <li>• Human Rights and women and family rights</li> <li>• Role of social work in protecting rights of women</li> </ul>	Lecture/Discussion/ Presentation/ assignments

		& family	
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### References:

AbhaGupta& Smita Sinha, 2005	Empowerment of Women, Language& other Facets
AsokMitra,2000	India's Population Control
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## DSEFCW-6 Social Work Intervention with Women & Disabled

### Learning Objectives:

- To sensitize the students about gender & dynamics of patriarchy
- To develop an understanding among students about the holistic approach for Women empowerment
- To make the students acquainted with issues & problems of Disabled
- To imbibe upon the students about the importance of counselling

Unit	Title	Content	TeachingLearning Methodology
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1.	Gender & Women Development	<ul style="list-style-type: none"> <li>• Concept of development of women</li> <li>• Gender and women development</li> <li>• Patriarchy and women structure in India</li> <li>• Demographic trends of women in India</li> </ul>	Lecture / Role Play
2.	Women empowerment	<ul style="list-style-type: none"> <li>• Concept &amp; scope of women empowerment</li> <li>• Indicators of women empowerment NGOs' initiatives towards women empowerment.</li> <li>• Emergence of Feminist Social Work</li> </ul>	Lecture / Assignment
3.	Policy Intervention for women	<ul style="list-style-type: none"> <li>• Affirmative actions of state for women development</li> <li>• Policies and programs for women</li> <li>• National commission for women</li> <li>• International Conventions for protection of women against exploitations</li> </ul>	Lecture/Focus Group Discussions
4.	Interventions with disabled	<ul style="list-style-type: none"> <li>• Affirmative actions of state for Disabled</li> <li>• Needs &amp; Problems of the disabled Policies and programs for Disabled</li> <li>• NGOs' initiatives towards disabled.</li> </ul>	Lecture/Tutorial
5.	Counseling & Pre marital counselling	<ul style="list-style-type: none"> <li>• Counseling: Concept &amp; Meaning</li> <li>• Importance of Counselling</li> <li>• Crisis intervention</li> <li>• Premarital counseling &amp; Family Counselling</li> </ul>	Lecture/ Workshop

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## Group IV

### DSE-MPSW-4 Psychiatric Social Work

#### Learning Objectives:

- To understand the development of psychiatric social work profession
- To understand the historical context for psychiatric social work
- To gain clarity about the role and functions of psychiatric social worker
- To acquaint with therapeutic approaches in psychiatric setting

Unit	Title	Contents	Teaching Learning
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			<b>Methodology</b>
1	Psychiatric social work	<ul style="list-style-type: none"> <li>• Definition &amp; meaning</li> <li>• Growth of psychiatric social work in India and abroad</li> <li>• Need for psychiatric social work</li> <li>• Relationship with other disciplines like clinical psychology, psychiatry, occupational therapy etc.</li> </ul>	Lecture/ Assignment
2	Psychiatric social worker	<ul style="list-style-type: none"> <li>• Emergence of psychiatric social Work</li> <li>• Role, functions and tasks of psychiatric social worker in hospital</li> <li>• Public relations and Staff development</li> <li>• Training and supervision in psychiatric social work</li> <li>• Limitations, difficulties and challenges faced by psychiatric social worker</li> </ul>	Lecture/ Discussion
3	Counseling and behavior therapies	<ul style="list-style-type: none"> <li>• Counseling: Meaning, need, and application at individual and group level</li> <li>• Premarital &amp; family counseling</li> <li>• Crisis intervention</li> <li>• Behavior therapy: Extinction, Systematic</li> <li>• Desensitization, Aversion therapy, Assertiveness therapy, and evaluation of behavioral therapy</li> </ul>	Lecture/ Workshop
4	Cognitive and humanistic therapies	<ul style="list-style-type: none"> <li>• Cognitive behavioral therapy: REBT, stress inoculation therapy</li> <li>• Humanistic experiential therapies: Client centered therapy, Existential therapy, Gestalt therapy,</li> <li>• Marital therapy, Family therapy</li> </ul>	Lecture/ Presentation

5	Application of therapies	<ul style="list-style-type: none"> <li>• Child guidance clinic</li> <li>• School social work</li> <li>• Family and Community conflict</li> <li>• Disaster and violence management: PTSD, depression, panic, phobia, xenophobia etc.</li> </ul> <p>Examination management: Stress, anxiety, fear</p>	Lecture/ Assignment
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## DSE-MPSW- 5 Preventive & Social Medicine-II

### Learning Objectives:

- To understand the concept of disease and health from different perspectives
- To get orientation to preventive medicine and health systems

- To understand the role of environment in the promotion of health
- To understand practically the legal provisions in health institutions

<b>Unit</b>	<b>Title</b>	<b>Contents</b>	<b>Teaching Learning Methodology</b>
1	Population Program	<ul style="list-style-type: none"> <li>• Definition and scope of family planning</li> <li>• Health aspects of family planning</li> <li>• Small family norm</li> <li>• Contraceptive methods: Spacing methods and terminal methods</li> <li>• Sociology of family planning</li> <li>• Evaluation of family planning</li> </ul>	Lecture/ Discussion
2	Preventive Medicine	<ul style="list-style-type: none"> <li>• Maternal and child health services</li> <li>• Antenatal care, Intra-natal care, Postnatal care</li> <li>• Growth and development, Growth chart</li> <li>• Child health problems, Under-Fives clinics</li> <li>• Rights and national policy for children</li> <li>• School health services</li> <li>• Health problems of aged</li> </ul>	Lecture/ Assignment
3	Care and Rehabilitation	<ul style="list-style-type: none"> <li>• Concepts and principles of care and rehabilitation</li> <li>• Ethical issues in care and rehabilitation Care and rehabilitation of the disaster affected people</li> <li>• Governmental and non- governmental and International initiatives in care and rehabilitation</li> <li>• Intervention in care and rehabilitation at individual, family and community level</li> </ul>	Lecture/Role Play

4	Health education and health promotion	<ul style="list-style-type: none"> <li>• Concept, definition of health education and health promotion</li> <li>• Scope, Objectives and Principles of health education</li> <li>• Approaches to health education</li> <li>• Health education in various settings: school, workplace, hospitals, institutions &amp; community</li> <li>• Communication and use of media in health education</li> <li>• Scope of health promotion: Individual and community</li> </ul>	Lecture/ Seminar
5	Legal aspects of health	<ul style="list-style-type: none"> <li>• Relevance and scope of medico-legal information for social workers</li> <li>• Procedures in medico-legal practices: Courts of enquiry, witness, evidence, oral examinations, certificates, professional secrecy</li> <li>• Dying declaration</li> <li>• Medico-legal offences: Assault, harassment, accident, homicide, suicide, sexual offences</li> <li>• Relevant provisions of health legislations: MTP Act</li> <li>• Sex determination, Food and drug adulteration act</li> </ul>	Lecture/ Presentation

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## DSE–MPSW- 6 Psychiatry & Mental Health- II

### Learning Objectives:

- To get exposure to the field of psychiatry
- To understand the magnitude of psychiatric morbidity and disorders
- To understand the concept and scope of community mental health

Unit	Title	Contents	Teaching Learning Methodology
1	Mental health	<ul style="list-style-type: none"> <li>• Definition, components, constituent factors</li> <li>• Characteristics of positive mental health</li> <li>• Scope of mental health</li> <li>• Perspectives of mental health</li> <li>• Prevalence of common mental health problems</li> </ul>	Lecture/ Discussion
2	Mental health and law	<ul style="list-style-type: none"> <li>• Indian Lunacy Act, 1912</li> <li>• Mental Health Act, 1986</li> <li>• Mental Health Policy and program</li> <li>• Mental Health Care Bill</li> <li>• Forensic psychiatry</li> </ul>	Lecture/ Assignment
3	Community mental health	<ul style="list-style-type: none"> <li>• Concept &amp; scope</li> <li>• Prevention of mental illness: Primary, Secondary &amp; Tertiary level</li> <li>• Disaster mental health management: PTSD, Panic, Phobia, Depression etc.</li> <li>• Mental health education</li> <li>• Civil society and mental health</li> </ul>	Lecture/ Presentation
4	Mental health education	<ul style="list-style-type: none"> <li>• Concept &amp; scope</li> <li>• Need &amp; Importance</li> <li>• Promotion of mental health education</li> </ul>	Lecture/ Discussion/ Seminar



		<ul style="list-style-type: none"> <li>• Models of mental health education</li> </ul>	
5	Practice models	<ul style="list-style-type: none"> <li>• NGOs working for positive mental health</li> <li>• Model experiments in mental health</li> <li>• Half-way homes</li> <li>• Therapeutic communities, De-addiction centers</li> <li>• Child guidance clinics, Family counseling centers</li> <li>• Crisis intervention centers</li> </ul>	Lecture / Assignment

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